DOCUMENT RESUME

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ABSTRACT

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 142 publications produced by the 16 ERIC Clearinghouses in 1984. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1984) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided. (THC)

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ERIC

CLEARINGHOUSE PUBLICATIONS 1984

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ERIC Clearinghouse Publications

1984

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1984

July 1985

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland

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DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE)

CE — Adult, Career, and Vocational Education 1
CG — Counseling and Personnel Services 2
CS — Reading and Communication Skills 4
EA — Educational Management 6
EC — Handicapped and Gifted Children 8
FL — Languages and Linguistics 9
HE — Higher Education 10
IR — Information Resources 13
JC — Junior Colleges 15
PS — Elementary and Early Childhood Education 16
RC — Rural Education and Small Schools 18
SE — Science, Mathematics, and Environmental Education 19
SO — Social Studies/Social Science Education 21
SP — Teacher Education 23
TM — Tests, Measurement, and Evaluation 23
UD — Urban Education 23

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Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components see the back of this publication.)

Through this network of specialized centers or clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the fourteenth bibliography in the series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-	p.	Jan-Dec 1984	142
		TOTAL IAP'S (1968-1983)	4275

This bibliography covers the calendar year period from January through December 1984. It lists a total of 142 documents. Publications that have been produced through the cooperative endeavors of two or more clearinghouses have been listed under the clearinghouse processing the item for announcements in the ERIC abstract journal *Resources in Education (RIE)*.

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse. Within each clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC clearinghouse publications are published by the individual ERIC clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1984)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	TOTALS
AC	Adult Education	24	16	20	28	20	16										124
AL	Linguistics	2	7	11	11												31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	104
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	188
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	207
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	378
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	428
EF	Educational Facilities	1	19	16													36
EM	Educational Media and Technology	7	8	11	8	14	16										64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	226
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	247
IR	Information Resources							30	47	8	12	6	4	14	5	9	135
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	329
LI	Library and Information Sciences		2	7	9	14	8										40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	247
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	193
RE	Reading	16	19	15	9	5											64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	338
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	126
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	204
TE	Teaching of English	3	7	32	24	26											92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4	1	112
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	204
VT	Vocational and Technical Education	11	18	30	39	42	18										158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	4275

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers—Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that charactenze substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

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Document Resumes

The document resumes in this section are arranged by ERIC clearinghouse, with a secondary sort by accession number (ED number) within each clearinghouse group. The following is a list of the ERIC clearinghouses, the two-letter prefixes used to identify them, and the page on which each clearinghouse's entries begin.

		Page
CE	—Adult, Career, and Vocational Education	1
CG	—Counseling and Personnel Services	2
CS	—Reading and Communication Skills	4
EA	—Educational Management	6
EC	—Handicapped and Gifted Children	8
FL	—Languages and Linguistics	9
HE	—Higher Education	10
IR	—Information Resources	13
JC	—Junior Colleges	15
PS	—Elementary and Early Childhood Education	16
RC	—Rural Education and Small Schools	18
SE	—Science, Mathematics, and Environmental Education	19
SO	—Social Studies/Social Science Education	21
SP	—Teacher Education	23
TM	—Tests, Measurement, and Evaluation	23
UD	—Urban Education	23

CE

ED 246 307 CE 039 453
Miller, Juliet V.
The Family-Career Connection: A New Framework for Career Development.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—58p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 288).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Choice, *Career Development, Children, Dual Career Family, *Employed Parents, Employed Women, *Family (Sociological Unit), Family Life Education, Family Relationship, *Family Role, Family Structure, *Role Conflict, Role Models, *Sex Role, Social Change
This paper is designed to clarify the concept of the family-career connection, defined as the interrelationships of family and career roles. The connection is illustrated in a model that includes the components of aspects of the family, aspects of careers, family functions, trends, and career development interventions. The family-career connection is further explored in a chapter defining basic concepts about the family (family membership, individual needs, coordination patterns, life-cycle stages, and relationship to the outside world) and about individual careers (salience, developmental stages, decision making, and occupational opportunities). The next chapter charts trends in the emerging career roles of women, the emerging child care and household roles of men, and the effects of parental employment on children. The final chapter reviews the implications of this information about families and careers for the improvement of career development and family life education. Six goals for strengthening the family-career connection are outlined. Examples of existing program strategies and recommendations for program development are provided. A list of references concludes the paper. (SK)

ED 246 308 CE 039 454
Fingeret, Arlene
Adult Literacy Education: Current and Future Directions.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—68p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 284).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Educators, *Adult Literacy, Adult Reading Programs, Community Action, Competency Based Education, Disadvantaged, Educational Policy, Educational Research, Functional Literacy, *Illiteracy, Individual Instruction, *Literacy Education, *Reading Instruction, *Reading Processes, Schemata (Cognition), Subcultures, Teacher Education
Identifiers—Adult Performance Level, *Community Based Education
To clarify and examine conventional wisdom and stereotypes about adult literacy, this paper focuses on the approaches of individually oriented and community-oriented programs. An examination of the literature base (encompassing research reports, informal accounts, manuals and handbooks, and theoretical, philosophical, and policy articles) leads to the conclusion that these different approaches work successfully with different segments of the illiterate adult population. The underlying issues of conflicting definitions of illiteracy, the nature of the reading process, characteristics of illiterate adults, and the purposes of literacy education are elaborated. A discussion follows of the implications of these issues for the choice of program models and of approaches to such program aspects as planning and evaluation, instructor preparation, curriculum, and instructional methods and materials, from the standpoints of the individual orientation and the community-based orientation. This information is synthesized in a concluding chapter that presents a series of recommendations for the improvement of literacy education: a wider range of program models, greater emphasis on community-oriented efforts, more leadership from literacy educators, a state and national context for literacy programs, new models of teaching-learning interaction, increased input from illiterate adults, and additional research on reading processes, competency-based education, volunteers, student characteristics, and educational technology. (SK)

ED 246 309 CE 039 455
Merriam, Sharan B.
Adult Development: Implications for Adult Education.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—48p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 282).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Development, *Adult Education, Adults, Career Counseling, *Developmental Stages, Developmental Tasks, *Individual Development, *Midlife Transitions, Models, *Personality Change, Program Development
Identifiers—Life Cycles
The purpose of this paper is to review and synthesize the literature on adult development and to suggest how this information can be applied to the practice of adult education. The first section discusses the nature of adult development, its definition, and key concepts. Sequential patterns of change in adulthood are examined in section 2, focusing on models formulated by Jung, Buhler, Erikson, Havighurst, Levinson, Gould, Sheehy, Loevinger, Perry, Kohlberg, and Fowler. Questions about the existence and nature of sequential models and the universality and generalizability of stage theories are aired. The next section provides a sampling of other approaches to development: the issue of personality change, the themes of work and love in adulthood, and the concept of life events and transitions. The second half of the paper explores the interrelationship between adult development and adult education, suggesting that an adult's motivation and need for education are most likely propelled by life-stage concerns and tasks. The paper concludes with practical applications of adult developmental research to adult education in the areas of program development, instruction, and counseling. (SK)

ED 246 310 CE 039 456
Magisos, Joel H. And Others
Excellence in Vocational Education: Four Levels, Four Perspectives.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—52p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 287).

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Pub Type — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Standards, Adult Vocational Education, Basic Skills, Curriculum Development, Educational Change, Educational Objectives, Educational Policy, *Educational Quality, Equal Education, *Instructional Improvement, Postsecondary Education, Public Schools, School Business Relationship, School Effectiveness, Secondary Education, Teacher Education, *Teacher Improvement, *Vocational Education, *Vocational Education Teachers
The papers in this compilation address excellence in vocational education from the perspectives of four educational levels-secondary, postsecondary, adult, and teacher education. The implications of the recent national study reports on education are examined for each level, and standards of excellence and recommendations for action are suggested. First, Joel H. Magisos considers how secondary vocational education will be affected by the national report recommendations. Describing what constitutes excellence at this level, he lists an agenda for action to influence policy at state and local levels. Next, Madge L. Attwood reviews implications for postsecondary vocational education curriculum, teachers, and teaching, focusing on the need for balance between excellence and equity. The increasing importance of adult vocational education in an era of demographic change is emphasized by Susan Imel, who discusses factors affecting quality in the diverse programs at this level. Finally, Ruth Pierce Hughes reports on the recommendations of the national studies as well as extant research on teacher preparation, especially the education of beginning teachers, and makes specific suggestions for vocational teacher education. A list of references concludes the compilation. (SK)

ED 246 311 CE 039 457
Zigerell, James
Distance Education: An Information Age Approach to Adult Education.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0035
Note—84p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order # IN 283).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Broadcast Industry, Cable Television, Communications Satellites, Community Colleges, Consortia, Correspondence Study, *Distance Education, Educational Radio, Educational Technology, *Educational Television, Instructional Design, *Multimedia Instruction, Nontraditional Education, *Open Universities, Postsecondary Education, Public Television, Student Characteristics, *Telecommunications, *Telecourses, Universities
Identifiers—Europe, Open University (Great Britain)
This study provides an extensive review of the literature on distance education and of representative distance education projects and institutions in the United States and abroad, emphasizing those using telecommunications technologies. The introductory section includes a sketch of the information age and its implications for adult education and outlines the scope of the paper. The second section explains the current boom in new delivery systems, defines distance education and the distance learner, and describes how new technologies are changing the shape of correspondence study. The next section recounts the history of educational broadcasting and of public television and radio in the United States. Then, the emergence of productive collaboration between public broadcasters and educational agencies is discussed, as well as the instructional design process for telecourses, multimedia instruction, and telecommunications consortia. In the next section, distance education is characterized as an international movement, with special attention to the development and influence of the British Open University. Also discussed are methods for maintaining quality in distance education. Another section reviews research on distance learning systems and instructional effectiveness of nonprint media. Concluding sections of the monograph provide a look at the future, a glossary of terms on telecommunications technologies, a list of references, and a selected bibliography. (SK)

ED 246 312 CE 039 458
Stieht, Thomas G. Mikulecky, Larry
Job-Related Basic Skills: Cases and Conclusions.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0035
Note—54p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090. (Order # IN 285).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Basic Skills, Business, *Employment Potential, *Functional Literacy, Industry, *Job Skills, *Job Training, Labor Force, Learning Processes, Literacy, Literacy Education, Military Training, Readability, Reading Ability, Reading Skills, Skill Development
Identifiers—Instructional Systems Development, *Job Literacy
This monograph describes the job-related basic skills requirements of the work force and explores ways of developing and improving the reading, writing, and computational abilities of workers. The paper first examines trends that are influencing the demand for basic skills, such as the decline in youth population and the increase in service and technology-related occupations, changing the nature of job skills requirements. The middle section presents three case studies of basic skills training programs: (1) a public/private sector effort to train disadvantaged persons in word processing, (2) a municipal government's retraining program to staff a wastewater treatment plant, and (3) the Functional Literacy (FLIT) project of the Department of Defense (DOD). Based on the demonstrated effectiveness of basic skills training that is integrated with real job requirements, guidelines and methods for skill development programs are discussed. This section highlights research on adult skills training, program development principles, and the DOD's Instructional Systems Development process. A list of references concludes the document. (SK)

CG

ED 236 516 CG 017 068
Weiss, Susan Cortright
Career Resource Centers. Searchlight Plus: Relevant Resources in High Interest Areas, 31+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—200p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Annotated Bibliographies, Career Awareness, *Career Counseling, Career Development, Career Exploration, *Career Guidance, *Lifelong Learning, Models, Occupational Information, *Program Design, Program Development, Vocational Maturity
Identifiers—*Career Resource Centers
Career Resource Centers (CRCs) are a logical outgrowth of vocational development theory which views career development as a continuous process with a lifelong series of career decisions made at various transition points over time. After starting in high schools, CRCs have spread to all arenas of formal education as well as to community agencies, and business and industry. In this manual, information is provided on establishing a CRC, with specific reference to an advisory committee, planning, design, staffing, type, selection and organization of resources, tests and inventories, computer-assisted programs, publicity, services and activities, and evaluation. Model CRC programs are presented to demonstrate the applicability of CRCs to a wide variety of educational levels (elementary to post secondary), special populations (rural adults, disadvantaged/handicapped, working women, and out-of-school youths), community agencies, and business/industry settings. The annotated bibliography is based on a computer search of the ERIC database (November 1966 through February 1983) of educational journal and resource literature on Career Resource Centers. (BL)

ED 237 839 CG 017 093
Okun, Barbara F., Ed. Gladding, Samuel T., Ed.
Issues in Training Marriage and Family Therapists.
Association for Counselor Education and Supervision, Washington, D. C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—133p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 (write for price).
Pub Type — Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Accreditation (Institutions), Counselor Educators, *Counselor Training, Divorce, *Family Counseling, *Marriage Counseling, Models, One Parent Family, *Program Development, *Program Implementation, Sex Differences
Within the past decade, the field of marriage and family therapy has mushroomed. As a new and emerging professional specialization, marriage and family therapy is subject to control struggles as well as the proliferation of training modalities. This monograph, written for counselor education faculty, students, and family therapists, provides literature on select areas of marriage and family therapy (i.e., systems issues; training and supervision; and alternative family lifestyles) as they pertain to counselor education. The section on systems issues explores four aspects of program implementation: curricula and program development; accreditation requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Association of Marriage and Family Therapy (AAMFT); integration of marriage and family therapy into counselor education; and gender issues of family systems therapists. The section on training and supervision focuses on clinical training in family psychology and supervision from four perspectives: collegial process, a review of current practice, supervisee's perspective on live supervision, and the reflections of a supervisor. The alternative family lifestyles section addresses the training of divorce counselors and single parent family counseling. A list of references follows each article. (BL)

ED 237 867 CG 017 122
Walz, Garry R., Ed. Benjamin, Libby, Ed.
Shaping Counselor Education Programs in the Next Five Years: An Experimental Prototype for the Counselor of Tomorrow. Proceedings of the Flagship Conference of the Association for Counselor Education and Supervision, (Orlando, Florida, April 19-May 2, 1983).
Association for Counselor Education and Supervision, Washington, D. C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—211p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Collected Works - Proceedings (021) — Reports - General (140)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Counseling Techniques, *Counseling Theories, *Counselors, *Counselor Training, Cultural Pluralism, *Curriculum Development, *Educational Trends, Ethics, Futures (of Society), Guidance Programs, Higher Education, Leadership Styles, Midlife Transitions, *Professional Development, Research Skills, Sex Role, Social Change, Supervisory Methods, Technological Advancement
Identifiers—Health Counseling

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This monograph contains the proceedings of the Flagship Conference of the Association for Counselor Education and Supervision (ACES), which was designed to discuss the future of counselor education and to share images of how the counseling profession can be promoted and enhanced. The 16 papers are loosely divided into categories. The first two papers discuss creative leadership and changing trends in counselor training. The next five articles deal with special perspectives on needed or potential changes in counselor education, such as research, health counseling, behavioral counseling, mental health counseling, and the new field of state-of-consciousness counseling. The next three papers emphasize equity and basic human rights, including counseling in a culturally pluralistic society, prejudice, and sex role issues. The impact of technology on counselor education and practice is discussed from the perspective of ethical issues. The next three articles delve into the future of guidance, through a discussion of significant changes in society and their resultant impact on what counselors do, and the need for counselor renewal. The book concludes with an overall retrospective statement that also emphasizes the challenge of creative leadership in counselor education for the future. (JAC)

ED 237 868 CG 017 123
Pedro, Joan Daniels
Counseling for Career Change. Searchlight Plus: Relevant Resources in High Interest Areas. 24+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—124p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Counseling, Annotated Bibliographies, *Career Change, *Career Guidance, *Counseling Techniques, Counseling Theories, Counselor Role, *Delivery Systems, Displaced Homemakers, Employees, Literature Reviews, *Midlife Transitions, Minority Groups, Models, Motivation, Reentry Workers, Research Needs, Social Change
Identifiers—*Client Characteristics
This paper provides a review and analysis of literature from the Educational Resources Information Center (ERIC) database on the dimensions of career change. Definitions are given for relevant terms and the characteristics of career changers are discussed, including demographic characteristics, developmental stages, and reasons for career change. Assistance programs presently available for career changers are described by type, service provider, and mode of delivery. In addition, the expertise, techniques and tools required by career counselors and facilitators are discussed including: (1) knowledge of adult development theories; (2) ability to plan for and manage change; (3) strategies for getting into and progressing in educational or job choices; (4) an understanding of agencies, businesses and industries; (5) familiarity with the issues faced by special groups; and (6) sensitivity to appropriate teaching and assessment tools for adults and special groups. Several models for program planners are outlined, and relevant areas needing further investigation are highlighted. An annotated bibliography of ERIC references is provided, along with a listing of additional references. (JAC)

ED 237 869 CG 017 124
Williams, Warren S. Beard, Joseph W.
Counselors and Testing: Academic Assessment. Searchlight Plus: Relevant Resources in High Interest Areas. 14+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—348p.; For the first volume, see ED 181 392.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Achievement Tests, Basic Skills, Criterion Referenced Tests, *Educational Assessment, Educational Testing, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Graduation Requirements, High Risk Students, Literature Reviews, *Minimum Competency Testing, *School Counselors, State Programs, Student Evaluation, *Testing Problems, *Testing Programs
This review of literature from the Educational Resources Information Center (ERIC) database is the second volume on the topic of testing and assessment for the counseling professional; the first volume was published in 1979. The sections on minimum competency tests identify issues of current interest, e.g., the basic issue of definition, the impact of the emphasis on behavioral objectives, observable performance, and empirically derived evaluative criteria, and the struggle of the profession to develop a conceptual framework and research base. The issues involved in using minimum competency test results to meet high school graduation requirements are presented in the second major section of the review. The tensions between educational and societal trends affecting the use of competency tests as a graduation requirement are reviewed in the context of differences between community and professional definitions of acceptable performance; the emphasis on test performance at the expense of other school objectives; and the moral, legal, and political issues of differential attainment of special students. The issue of early prediction of school failure and success is reviewed in a summary of articles reporting efforts in this area. Validity of screening systems, application and follow-up of approaches taken, and the role of counselors at the elementary or preschool level are discussed. Finally, a broad overview of current directions and applications in testing and assessment is provided. An annotated bibliography of ERIC references completes the volume. (JAC)

ED 239 182 CG 017 229
Hale, Lynelle C.
Divorce and Single-Parent Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No 26+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—127p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Counseling Objectives, *Counseling Services, *Counseling Techniques, *Divorce, *Family Counseling, *Family Problems, Financial Problems, Literature Reviews, Needs Assessment, *One Parent Family, Remarriage
This document, based on a computer search of the ERIC database, presents a review of the literature on divorce and single parent families. Statistics from the 1980 census are presented which show that 19.7 percent of children under 18 live with a single parent, who in the overwhelming number of cases is the mother. The document presents data on the economic problems, causes, and adjustment issues surrounding divorce. The impact of divorce on children is discussed as well as the particular needs of single parent families stemming from the dissolution of the marriage and the setting up of a new lifestyle. Areas of strain to the mother and to the father are identified. Problems inherent in remarriage are reviewed and intervention strategies are suggested. The helping role of society is explored in the areas of legal services, custody laws, conciliation counseling, mediation counseling, personal counseling, and school programs. References and an annotated bibliography from the computer search of the ERIC database complete the document. (BL)

ED 239 190 CG 017 391
Wysong, H. Eugene
Needs Assessment in Counseling, Guidance, and Personnel Services. Searchlight Plus: Relevant Resources in High Interest Areas. No. 21+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—109p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Counseling Services, *Guidance Programs, Information Dissemination, Literature Reviews, Measurement Objectives, Models, *Needs Assessment, Participative Decision Making, Personnel Needs, *Program Design
This paper, for practitioners and researchers, is based on a computer search of the ERIC database and other references, and organizes and summarizes the literature on needs assessment in counseling, guidance, and personnel services. Following the brief introduction, a definition of terms used in the paper and a discussion of the purposes and general content of needs assessment are presented. Models, methods, and instruments for needs assessment are described, e.g., the CIPP (Context, Input, Process, Product) model and the Goal Attainment Scaling (GAS) model. Issues and procedures for identifying staff needs are also discussed. Uses for needs assessments, and issues, problems, and trends in their use are explored in a final section. The annotated bibliography on which the review is based and a list of additional references are appended. (MCF)

ED 239 191 CG 017 397
Doane, H. Mitzi
Famine at the Feast: A Therapist's Guide to Working with the Eating Disordered.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—115p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Anorexia Nervosa, Counseling Objectives, Counseling Services, *Counseling Techniques, Eating Habits, *Family Environment, *Group Counseling, *Individual Counseling, Mental Disorders, Sex Differences
Identifiers—*Bulimia, Client Characteristics, *Eating Disorders
This guide, written for therapists and counselors working with eating disordered individuals, focuses on both bulimia and anorexia. A brief historical perspective and comments on epidemiology and etiology are provided. Definitions and clinical characteristics of both disorders are presented as well as psychodevelopmental profiles of male and female anorexia and bulimic clients. The family dynamics associated with the disorders (power structure, individuation, separation and loss, reality perception, and affect) are addressed. Therapeutic techniques for individual, family, and group counseling are presented in detail, exploring initial contact, initial interview, guidelines, ongoing process, and focus. The monograph concludes with a brief look at possible future trends. The appendices include a program for basic nutrition, a listing of eating disorders clinics and programs, and eating disorders associations. (BL)

ED 239 192 CG 017 398
Herr, Edwin L. Long, Thomas E.
Counseling Youth for Employability: Unleashing the Potential.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—145p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Counseling, *Career Education, Career Guidance, *Counseling Techniques, Counselor Role, *Employment Potential, Job Training, Labor Market, *Transitional Programs, Vocational Adjustment, Vocational Education, Youth, *Youth Employment
This monograph, written for vocational counsel-

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ors and teachers, addresses employability for youth from both career counseling and guidance and transitional education perspectives. The section on employability counseling focuses on the ingredients of employability, youth employment conditions, classes of employment and unemployment, and underemployment. Both unemployment and underemployment are presented in terms of who is affected, differences among youth groups, and individual and social consequences. The second section of the monograph addresses the school to work transition, focusing on decision making skills and strategies, the labor market, and barriers to work. Adjustment to work is discussed in the areas of economic, social, and psychological adjustment, peer group support, and skills. The section on employability counseling defines the counselor's role, competencies, and counseling techniques. The monograph concludes with a discussion of intervention strategies designed to enhance employability, such as programs in industry, the job training partnership act, and community programs. A comprehensive bibliography is appended. (BL)

ED 239 193 CG 017 399
Frenza, Mary C., Comp. and Others
Resources for Guidance Program Improvement. Volume 2.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—322p.; For related document, see ED 226 311.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Academically Gifted, Counseling Services, Counseling Techniques, Disadvantaged Youth, *Guidance Programs, Individual Needs, *Instructional Materials, Learning Disabilities, *Program Improvement, *Resource Materials, *Student Needs
Identifiers—*Computer Assisted Counseling, *Special Needs Students
This guide, for guidance personnel and teachers, is designed to provide ready access to current, practical programs, activities, and references for improving guidance programs. The resources are organized in four sections representing areas of basic concern for guidance personnel. Section 1 presents selected portions of guidance programs from around the United States for grades K-12. Section 2 synthesizes the most current, available information on computer-assisted career guidance programs. Section 3 presents proven strategies to help counselors deal with students' day-to-day concerns. Issues which are addressed include death, suicide, drugs and alcohol, career planning, teenage pregnancy, nutrition, and stress. Section 4 presents resources and suggested activities for helping students with special problems, e.g., those with learning disabilities, the disadvantaged, and gifted students. Areas addressed include careers, social relationships, teaching strategies, independent living, and minority issues. Resources in this volume represent classroom and teaching techniques as well as those from a traditional counseling focus. ERIC materials are identified with the ERIC document number; availability information for other resources is provided. (BL)

ED 245 181 CG 017 658
Gelatt, H. B. And Others
New Perspectives on Counseling Adult Learners.
Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—94p.; A collaborative publication with Project LEARN of the W. K. Kellogg Foundation.
Available from—ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5).
Pub Type— Collected Works - General (020) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Counseling, Adult Education, *Adult Learning, Adults, *Counseling Services, *Counselor Role, Lifelong Learning, Models, Opinion Papers, *Program Development, *Technological Advancement
This monograph presents five papers which focus on the importance of computers and technology as tools for increasing the amount and the quality of adult counseling, especially in the area of adult learning. The first paper, "Excellence, Equality, and Education: A Future for Counseling," by H. B. Gelatt, discusses the compatibility of the concepts of equity and excellence, and proposes a new view of educational excellence and the counselor's role in bringing it about. "Caught in a Dilemma: Adults as Learners," by Nancy K. Schlossberg, addresses the problems of adult learners in traditional learning environments. "What an Ideal Counseling/Support Program for the Adult Learner Should Look Like," by Edwin L. Herr, delineates the basic components of a successful adult counseling program, focusing on content, processes, and the role of technology. "Comprehensive Counseling and Support Programs for Adult Learners: Challenge to Higher Education," by Ann Q. Lynch and Arthur W. Chickering, covers a broad range of topics related to adult learners, e.g., mental health, life cycle patterns, counseling programs, technology, and implications for counselors' professional development. The concluding paper by Garry R. Walz and Libby Benjamin, "Synthesis and a Look to the Future," draws together the main ideas from the preceding papers and proposes areas for future action and discussion by counseling professionals. (MCF)

ED 245 182 CG 017 659
Sampson, James P., Jr. And Others
Implementing Computer Assisted Career Guidance and Other Computer Applications for the Adult Learner.
Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Kellogg Foundation, Battle Creek, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—73p.; A collaborative publication with Project LEARN of the W. K. Kellogg Foundation.
Available from—ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Development, *Career Guidance, *Change Strategies, *Computer Oriented Programs, Counseling Services, Guidance Programs, Models, Program Development, *Program Implementation, Technological Advancement
Identifiers—*Computer Assisted Career Guidance
Computer assisted career guidance (CACG) systems and other computer applications are becoming established components of counseling and guidance services. While technical details involved in software and hardware operations are usually attended to, problems resulting from interpersonal dynamics in the implementation process often contribute more to implementation difficulties than problems resulting from technological malfunction. This monograph presents an overview of computer applications in counseling, discusses typical problems associated with the implementation process, and describes the types of systems found in various settings. The interpersonal dynamics involved in organizational change are reviewed. Based on this discussion, a comprehensive model for implementing CACG systems and other computer applications is presented. Phases involved in this model are described including planning, staff training, trial, and operation, evaluation and refinement. The monograph concludes with a discussion of future perspectives regarding computer technology. (Author/MCF)

CS

ED 233 422 CS 504 359
Rudolph, Evan E. Johnson, Barbara R.
Communication Consulting: Another Teaching Option.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-78-0026
Note—63p.; TRIP: Theory & Research into Practice.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($4.00).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Business Communication, *Career Change, Communication (Thought Transfer), *Communication Research, Communication Skills, *Consultants, Consultation Programs, Language Arts, *Speech Communication, Teaching Experience
Identifiers—*Alternative Careers
Intended for teachers in communications and the language arts who are contemplating alternatives to teaching, this booklet provides a basic approach to communication consulting with fundamental definitions and practical guides to basic consulting principles. The first section of the booklet briefly discusses approaches to consulting and sources of consulting information. The second section looks at consulting in practice, examines prerequisite skills and suggests how to market them, describes the structure of workshops, seminars, and employee communication programs that make up consulting activities, and evaluates the results of consulting efforts. A bibliography and the addresses of communication associations are included. (HTH)

ED 234 337 CS 007 124
Schemata. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—3p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Cognitive Processes, *Concept Formation, Definitions, Educational Research, *Reading Instruction, *Schemata (Cognition)
Identifiers—Fact Sheets, PF Project
Schemata, as defined recently by reading researchers, represent generic concepts which are stored in memory. They include underlying objects, situations, events, actions, and sequences of actions for use in interpreting new experiences. Research on schemata suggests that teachers need to pay attention to the types of questions they ask when discussing reading assignments and to vary both questioning techniques and instructional content so that students can develop all the reading skills they will need to increase their comprehension. A list of five references for further reading is included. (JW)

ED 234 338 CS 007 125
Bibliotherapy. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—4p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliotherapy, Definitions, Elementary Secondary Education, Guidelines, Literature Reviews, Problem Solving, Self Concept
Identifiers—Fact Sheets, PF Project
A definition of bibliotherapy, who should conduct it, when and how it can be used, and some limitations are briefly addressed. Identification, catharsis, and insight are described as the three processes taking place in bibliotherapy. A list of techniques for accurately determining the needs of students, basic procedures in conducting bibliotherapy, and resources which include ERIC documents are included. (JW)

ED 234 339 CS 007 126
Suhor, Charles
Semiotics. Fact Sheet.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—3p.

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Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Definitions, Interdisciplinary Approach, Language Research, *Learning Theories, Reading Research, Semantics, *Semiotics
Identifiers—Fact Sheets, PF Project
Semiotics, the study of signs, is a relatively new and highly controversial area. Symbols, icons, and indexes represent the three types of signs. Semantics, pragmatics, and syntactics represent the three basic semiotic areas, with pragmatics having a growing influence in oral language and reading. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects and even subjects not yet formulated are ways of organizing signs. The range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: (1) oral language; (2) the written word; (3) the arts; (4) interdisciplinary study; and (5) the articulate exchange of ideas and feelings among students. A bibliography of 13 items is included. (JW)

ED 236 544 CS 007 297
Dupuis, Mary M., Ed.
Reading in the Content Areas: Research for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-87207-857-4
Pub Date—84
Contract—400-83-0025
Note—88p.
Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 857, $4.00 member, $6.00 non-member).
Pub Type—Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Art Education, *Content Area Reading, Elementary Secondary Education, English Instruction, Literature Reviews, Mathematics Instruction, Physical Education, *Reading Instruction, Research Needs, *Research Utilization, Science Instruction, Second Language Instruction, Social Studies, *Teacher Role
Identifiers—*Theory Practice Relationship
Intended for both elementary and secondary school teachers, this book is a reference source for the most recent research in content area reading instruction. The seven sections of the book cover the academic disciplines of English, foreign language, mathematics, music, physical education, science, and social studies. Each section opens with a summary of research that shows the major concerns and features of reading within that content area, then discusses the skills emphasized in the area and specific teaching methods for use with each. An appendix lists texts in content area reading. (FL)

ED 236 673 CS 207 949
Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0025
Note—39p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts, Resource Materials, Standards
Developed by the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first half of the booklet presents an annotated list of committee-recommended curriculum guides, representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1983, 1982, and 1981), each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for planning and evaluating English language arts curriculum guides. Criteria are organized under the headings of philosophy, policies and procedure, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

ED 240 588 CS 208 148
Tway, Eileen
Time for Writing in the Elementary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—39p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 54697, $3.50 member, $4.00 non-member).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Environment, Classroom Research, Classroom Techniques, Content Area Writing, Elementary Education, Language Arts, Student Attitudes, Student Developed Materials, *Time on Task, Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Research
Identifiers—Invention (Rhetorical), *Theory Practice Relationship
Intended to help elementary school language arts teachers provide students with opportunities for unprescribed writing according to a natural writing process, this booklet discusses research and practice in the writing process and creating a supportive classroom environment. The first part of the booklet examines theory and research on the stages and fluctuations of the writing process, the use of memory in invention, the rewriting process, and writing interests and attitudes. The second half of the booklet explores ideas and suggestions for discovering when extra writing time is needed and by which students, and ideas for incorporating more off-stage thinking time into the language arts curriculum. (HTH)

ED 240 589 CS 208 149
Reigstad, Thomas J.; McAndrew, Donald A.
Training Tutors for Writing Conferences.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—50p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55065, $4.75 member, $5.50 non-member).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Models, Peer Teaching, Secondary Education, Student Teacher Relationship, *Teaching Methods, *Training Methods, *Tutoring, *Writing Instruction, Writing Processes, Writing Research
Identifiers—Teacher Student Conferences, Writing Laboratories
Intended for composition teachers who see "editor/writer" conferences as the ideal teaching strategy, this booklet offers a procedure for training tutors—staff or students—to respond skillfully to a writer's work in a one-to-one context. The first half of the booklet discusses theory and research regarding the tutorial process and some principles underlying the subsequent tutorial model. The second half examines the writing and tutoring processes, and presents a schedule for training tutors. (HTH)

ED 243 111 CS 208 231
Fearing, Bertie E.; Allen, Jo
Teaching Technical Writing in the Secondary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—63p.; TRIP: Theory & Research into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52953, $4.75 member, $6.00 non-member).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Education, Work Relationship, High Schools, Prewriting, Revision (Written Composition), *Teaching Methods, *Technical Writing, Units of Study, *Writing Exercises, *Writing Instruction, Writing Processes, *Writing Research
Identifiers—Stylistics, *Theory Practice Relationship
Intended to help secondary school composition instructors develop a useful, pragmatic unit on technical writing, this monograph explores the theory, research, and pedagogy of technical writing. The first section discusses the purpose and forms of technical writing, as well as elements of technical style including diction, paragraphing, and emphasis. The second half provides writing exercises emphasizing the elements of technical style and the prewriting and writing stages. The book concludes with a discussion of revision in technical writing. (HTH)

ED 243 112 CS 208 232
Smith, Michael W.
Reducing Writing Apprehension.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—47p.; TRIP: Theory & Research into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39671, $4.50 member, $5.75 non-member).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attitude Change, Elementary Secondary Education, Higher Education, Student Attitudes, Student Teacher Relationship, *Teacher Role, Teaching Methods, *Writing Apprehension, *Writing Evaluation, *Writing Instruction, Writing Research
Identifiers—*Theory Practice Relationship
Useful for writing teachers at all levels, this monograph explores the nature of writing apprehension and presents nonthreatening teaching and evaluation methods. The first section of the booklet examines theory and research on writing anxiety and its effects, along with some teaching behaviors likely to aggravate the problem. The second section reviews teaching approaches for reducing anxiety, explaining how to introduce the writing process and discussing model lessons. In considering evaluation procedures, this section suggests a strategy for helping students understand evaluation criteria, offers advice on grouping students for peer criticism, and describes effective grading practices. (HTH)

ED 243 139 CS 208 270
Jensen, Julie M., Ed.
Composing and Comprehending.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-8141-0802-4
Pub Date—84
Contract—400-83-0025
Note—201p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08024, $10.00 member, $13.00 non-member).
Pub Type—Books (010) — Journal Articles (080)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Cognitive Processes, Developmental Stages, Educational Theories, Elementary Education, Integrated Activities, Language Acquisition,

*Language Processing, Models, Reading Aloud to Others, Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Research Methodology, Schemata (Cognition), Socioeconomic Influences, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Research
Identifiers—Audience Awareness, Author Reader Relationship, *Reading Writing Relationship
Intended for elementary school teachers of reading and composition, this book assembles several articles on the reading/writing relationship that have appeared in 1982 and 1983 issues of the journal "Language Arts." The three sections of the book define the relationship between composing and comprehending, explore relevant research, and discuss the implications of this relationship to the learning and teaching processes. The 19 articles discuss (1) research on reading/writing relationships, (2) composing and comprehending as two sides of the same basic process, (3) a composing model of reading, (4) reading like a writer, (5) reading and writing as meditation, (6) children reading their own stories aloud in the classroom, (7) writing and the teaching of reading, (8) reading for style, (9) writing and reading developmental trends among low socioeconomic status children, (10) how reading affects children's writing, (11) the concept of the word in beginning reading and writing processes, (12) a theory of how children learn to read and write naturally, (13) observations of learning to read and write naturally, (14) translating children's everday uses of print into classroom practice, (15) pragmatic functions of reading and writing relationships, (16) young children solving the puzzle of reading, writing, and language, (17) reading with a sense of the writer and writing with a sense of the reader, (18) reading and writing as natural language activities, and (19) schema theory as a writing approach to reading comprehension. (HTH)

ED 243 167 CS 504 594
Wagner, David L.
ERIC First Analysis: Welfare Reforms; 1984-85 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—98p.
Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($4.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
Pub Type
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Debate, *Employment Programs, *Federal Programs, High Schools, Poverty, Poverty Programs, Program Improvement, Resource Materials, Secondary Education, Social Action, *Social Problems, *Welfare Services
Identifiers—*National Debate Topic
Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence present in sustaining and reforming the United States welfare system, this booklet provides guidelines for research on the 1984-85 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) useful information and sources for researching the topic of welfare reforms, (2) poverty in the United States, (3) income maintenance proposals, and (4) federal employment guarantees. (HTH)

ED 245 198 CS 007 668
Graham, Kenneth G. Robinson, H. Alan
Study Skills Handbook: A Guide for All Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87207-858-2
Pub Date—84
Contract—400-83-0025
Note—137p.; Small print on several pages may not reproduce well.
Available from—International Reading Association, 800 Barksdale Rd., Box 8139, Newark, DE 19714 (No. 858, $5.50 members, $8.00 non-members).
Pub Type—Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Educational Theories, Elementary Secondary Education, *Learning Strategies, Metacognition, Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Strategies, Retention (Psychology), *Skill Development, Study Guides, Study Habits, *Study Skills, Teacher Role
Identifiers—*Prereading Activities
Intended for elementary and secondary school teachers, this handbook provides practical instruction for the development of students' study strategies. Each of the four chapters begins with a study guide and closes with a reaction guide, thus illustrating for the reader an excellent study strategy that teachers may use with text materials in their classes. The first chapter discusses the nature of readers, reading processes, and specific study skills. The remaining three chapters discuss study strategies useful before, during, and after reading. (HTH)

ED 245 293 CS 504 630
Rubin, Donald L. Mead, Nancy A.
Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-82-0025
Note—130p.
Available from—Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($11.95, 10% discount for members).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Standards, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Language Tests, *Listening Skills, *Oral Language, *Speech Communication, *Speech Skills, *Speech Tests, Student Evaluation, Testing, Test Reviews
Intended for teachers and administrators who wish to assess student oral communication needs before designing an appropriate program, this guide provides a review of tests for measuring acts of speaking and listening. The guide surveys and discusses procedures for assessing speaking and listening skills among school children and focuses on technical issues of measurement and pragmatic questions of administrative feasibility. The first section provides a review and critique of procedures for assessing oral communication skills. The second section reviews 45 oral communication assessment instruments, including the California Achievement Test for Listening, Comprehensive Test of Basic Skills, Metropolitan Achievement Tests, and the National Assessment of Educational Progress Pilot Test of Speaking and Listening. Appendixes contain standards for effective oral communication programs, and criteria for evaluating instruments and procedures for assessing speaking and listening. (HTH)

ED 246 486 CS 208 533
Kahn, Elizabeth A. And Others
Writing about Literature.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—61p.; TRIP Theory & Research into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58773, $6.00 nonmember, $5.00 member).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Design, Educational Research, *English Instruction, *Integrated Curriculum, Language Arts, *Literature Appreciation, *Reader Response, Secondary Education, Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Research
Identifiers—*Theory Practice Relationship
Intended to help secondary school English teachers integrate literature study and composition instruction, this booklet explores the relationship between literature and composition and suggests ways of designing instruction so that students may write effectively about the literature they read. The first portion of the booklet discusses such components of research and theory as the assessment of student response to literature, the basics of literary interpretation, and principles of sequencing and activity design. The practice portion of the booklet presents instructional activity sequences for supporting an interpretation, explicating implied relationships, and analyzing authors' generalizations. (HTH)

EA

ED 226 402 EA 015 055
Effective Instructional Leadership. The Best of ERIC on Educational Management, Number 67.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 83
Contract—400-78-0007
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Annotated Bibliographies, Elementary Secondary Education, Instructional Improvement, *Leadership Qualities, *Leadership Styles, Literature Reviews, Principals
Twelve instructional leadership publications that have previously been entered in the ERIC system were selected for annotation in this booklet. Several articles concern the leadership role of the principal, its definition, and how principals can become leaders. More specifically oriented entries address the role of administrator leadership in improving students' reading skills, teaching composition, and promoting teacher effectiveness. Information for ordering copies of the items reviewed is supplied. (MLF)

ED 226 404 EA 015 197
Program Evaluation. The Best of ERIC on Educational Management, Number 68.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Contract—400-78-0007
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Methods, Interviews, Literature Reviews, Models, Outcomes of Education, *Program Evaluation, Students
The 12 publications on program evaluation selected for annotation have previously been entered in the ERIC system. Six of the entries are manuals or handbooks on how to conduct a program evaluation. Official manuals from Oklahoma, Wisconsin, California, and the Los Angeles (California) Unified School District are included along with one on applied strategies and another on evaluating small programs. Techniques for conducting program evaluations described in the annotations include student interviews, criterion-referenced approaches, an outcome-based model, and a model from Australia. Two additional entries limit the level of their coverage to elementary education and secondary education respectively. Information for ordering copies of the items reviewed is supplied. (MLF)

ED 233 431 EA 015 688
Improving Teacher Effectiveness. The Best of ERIC on Educational Management, Number 70.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED),

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Washington, DC
Pub Date—May 83
Contract—400-83-0013
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Administrator Role, Annotated Bibliographies, Computer Assisted Instruction, Educational Research, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, Literature Reviews, Mastery Learning, Principals, Questioning Techniques, *Teacher Effectiveness, Teacher Evaluation, *Teacher Improvement, Teachers, Teacher Supervision, Teaching Models, *Teaching Skills

This annotated bibliography comprises 13 items in the ERIC system concerning improving teacher effectiveness. Items cited discuss strategies including an objectives-based instructional program combined with mastery learning, teacher self-assessment techniques, administrators' role in helping teachers adopt more effective practices, improving teachers' questioning abilities, computer-assisted active learning, coaching of teachers in in-service programs, a competency-based instructional improvement program, and structured conversation as a source of professional growth. Theoretical analyses include characteristics of classroom effectiveness, the inability of researchers to establish the extent of teachers' contribution to learning, teaching supervision, and principals' leadership in school improvement. (MJL)

ED 233 432 EA 015 727
De Bevoise, Wynn
The Contribution of Education to Economic Productivity. Schooling in a Technological Society.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-86552-085-2
Pub Date—83
Contract—400-83-0013
Note—60p.; ERIC/CEM State-of-the-Knowledge Series, Number 38.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.95; on billed orders, $1.50 will be added for shipping and handling).
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, Curriculum Development, *Economic Development, *Educational Economics, Educational Quality, *Education Work Relationship, Elementary Secondary Education, Employment, Futures (of Society), General Education, Human Capital, Job Satisfaction, Job Skills, On the Job Training, Postsecondary Education, *Productivity, *Technological Advancement, Vocational Education, Work Attitudes

According to traditional measures, the productivity of the American worker has declined. If education's contribution to economic productivity is to be important in this decade, the measures need better definition. Technology has affected our perception of how much education is required to keep pace with growth. Those who believe there is a shortage of job-specific skills want more vocational education in the schools; others, who see vocational education as a way of narrowing student competencies and lowering expectations, stress that schools' first priority should be the teaching of a core of skills. In the 1980's there has been an increase of workers holding jobs for which they are overeducated. Gains in educational equity have not produced economic equity, making the problem a concern of the workplace, not the classroom. It is evident that productivity increases as workers participate in decision-making at work. It is also becoming more apparent that the most productive workers may be those with broad educational backgrounds, yet math and science skills have declined and foreign language and international studies have been neglected. The skills needed for the evolving information society call for general training in addition to job-specific training. The challenge to educators is to meet the current needs through evaluation of the type of curriculum that best prepares students for the range of tasks the future will require. Most important in concentrating on individual productivity is maintaining a sense of balance in educational programs between job-specific training and general training. (MD)

ED 233 460 EA 015 882
Lindelow, John
Administrator's Guide to Computers in the Classroom.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-86552-084-4
Pub Date—83
Contract—400-83-0013
Note—61p.; ERIC/CEM School Management Digest Series.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.50; on billed orders, $1.50 will be added for shipping and handling).
Pub Type — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, *Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Programs, *Computers, Elementary Secondary Education, *Equipment Evaluation, Individualized Instruction, Purchasing

In four chapters, this research report on computers in education examines computer hardware (the machinery) and software (or courseware, programmed instructions that tell the hardware what to do), classroom uses of computers, ways of bringing computers into the schools, and four districts that have successfully introduced computers into their schools. Chapter 1 discusses microcomputers, centrally located "mainframe" computers, and speech synthesizers. Educational courseware described includes such programs as drill and practice, simulation, tutorial, and problem-solving. Chapter 2 explains the two most significant applications of computers in schools: computer-assisted instruction (CAI) programs, which provide students a one-to-one learning environment, immediate attention, and feedback geared to abilities; and computer-managed instruction (CMI) programs, which enable teachers to monitor students' progress, diagnose problems, prescribe remedies, produce reports, and analyze curriculum effectiveness. The contributions of CAI and CMI to individualized instruction are also noted. Useful practical information for bringing computers into the classroom is considered in the next chapter, including implementation of computer literacy programs to overcome "computerphobia," evaluating and purchasing hardware and software, and integrating computers into the existing curriculum. Case studies from Illinois, Florida, Texas, and California are presented in the final chapter. (PB)

ED 234 480 EA 016 021
Management Uses of Microcomputers. The Best of ERIC on Educational Management, Number 71.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83
Contract—400-83-0013
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Literacy, *Computer Oriented Programs, Computer Programs, *Educational Administration, Educational Research, Elementary Secondary Education, Literature Reviews, *Management Information Systems, *Microcomputers, *Minicomputers

This annotated bibliography lists 12 items in the ERIC system that concern various applications of microcomputers in educational management. The literature here annotated examines the development of management information systems, papers on administrative computing presented at the 1982 Association for Educational Data Systems conference, educational budgeting and computer technology, steps to follow in choosing administrative software or a student information management system, hidden costs of office computerization, and the development of a simple, unified information base by using a database management system. Other annotated documents examine microcomputers in planning and monitoring custodial work, controlling inventory, computerized purchasing, the importance of school managers' awareness of the "human factor" when introducing new technology to school staff members, microcomputer applications in educational program planning development, and the development of a computerized record-keeping system to reduce paperwork created by efforts to comply with certain government regulations. (PB)

ED 243 169 EA 016 201
Clinical Supervision. The Best of ERIC on Educational Management, Number 72.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0013
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Observation Techniques, Competence, Educational Research, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, *Literature Reviews, Preservice Teacher Education, Professional Training, Teacher Administrator Relationship, *Teacher Effectiveness, Teacher Evaluation, *Teacher Improvement, *Teacher Supervision
Identifiers—*Clinical Supervision

The 11 publications reviewed in this annotated bibliography discuss such aspects of clinical supervision as inservice application techniques in the clinical supervision of teachers, clinical supervision rationale, the microsupervisory experience's humanistic and clinical format, what principals should look for in classroom observations to help teachers to grow, facilitating teacher self-improvement, and clinical supervision a decade after Goldhammer. Additional publications covered focus on the inservice training of administrators in the supervision of content area reading teachers, competencies in clinical supervision, clinical supervision research, the advantages of supportive teacher supervision over clinical supervision, and the state of the art of clinical supervision. (JBM)

ED 243 170 EA 016 315
Motivating Students for Excellence. The Best of ERIC on Educational Management, Number 73.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-83-0013
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Administrator Guides, Behavior Theories, Demonstration Programs, Educational Research, Elementary Secondary Education, Grade 7, Grade 8, Grade 9, *Learning Theories, Literature Reviews, Models, Rewards, Self Reward, Student Attitudes, *Student Motivation, Student Needs, *Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Influence, Teacher Responsibility, Teacher Role, Writing (Composition)
Identifiers—Maslows Hierarchy of Needs

The first 2 of the 12 publications reviewed in this annotated bibliography use Abraham Maslow's hierarchy of needs to address problems, respectively, of teaching composition and of motivating students by teaching them how to set goals, formulate goal-achievement strategies, and successfully implement their plans. Subsequent reports suggest ways of fostering student learning and motivation in elementary school classrooms, provide a review of a research synthesis on student discipline and motivation, explore key factors influencing degrees of motivation, and offer an administrator's guide for understanding student motivation and training

teachers in motivation theories and practices. The remaining documents considered include a study guide of methods for motivating students in grades 7-9, a practitioner's guide to major concepts and theories of motivation, an article on the use of competition and public recognition as motivational tools, a description of motivation techniques at Medina (New York) Senior High School, a report emphasizing the importance of "intrinsic motivation," and an article offering strategies for motivating unmotivated students. (JBM)

ED 243 171 EA 016 491
Merit Pay for Teachers. The Best of ERIC on Educational Management, Number 74.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—400-83-0013
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Demonstration Programs, Differentiated Staffs, Elementary Secondary Education, Employer Employee Relationship, *Incentives, *Literature Reviews, Master Teachers, *Merit Pay, Merit Rating, Personnel Policy, *Program Implementation, Recognition (Achievement), Salaries, Teacher Effectiveness, *Teacher Employment, Teacher Employment Benefits, Teacher Recruitment, *Teaching (Occupation)
Included in this annotated bibliography of 11 publications on merit pay are reports covering various approaches to merit increases and the successes of a merit pay program in California's Round Valley School District, an Educational Research Service review of current research and practice on merit and incentive pay for teachers, an ERIC Clearinghouse on Educational Management review of research on discrepancies between the idea of merit pay and its actual implementation, a study of the reward system for excellent teaching developed in Tuscon, Arizona's Catalina Foothills School District, and an exposition of some of the real difficulties of and possible solutions for merit pay program implementation. Additional publications reviewed concern Tennessee's "Master Teacher Program," the "Second Mile Plan" created by the Houston (Texas) Independent School District in 1979 with provisions for incentive pay for teachers, the urgency of implementing merit pay programs in order to save the teaching profession, and the importance of choosing merit pay implementation programs wisely. The bibliography concludes with a review of a synthesis of research on teacher motivation. (JBM)

ED 245 296 EA 016 645
Bridges, Edwin M. Groves, Barry.
Managing the Incompetent Teacher. ERIC/CEM School Management Digest Series, Number 29.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—IFG-PR-84-A7; ISBN-0-86552-086-0
Pub Date—84
Contract—400-83-0013
Grant—NIE-G-83-0003
Note—91p.
Available from—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.25 plus $1.50 shipping and handling, prepaid or purchase order).
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Standards, Accountability, Competence, *Competency Based Teacher Education, Due Process, Elementary Secondary Education, Personnel Evaluation, *Teacher Dismissal, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, *Teacher Qualifications, Teacher Responsibility
An eight-step organizational approach to the problem of identifying, remediating, and, if necessary, dismissing incompetent teachers is described. Addressed to school superintendents, the eight steps are as follows: (1) establish "excellence in teaching" as a high priority for the district, (2) adopt and publish reasonable criteria for evaluating teachers, (3) adopt sound procedures for determining whether teachers satisfy these criteria and apply these procedures uniformly to teachers in the district, (4) provide unsatisfactory teachers with remediation (assistance) and a reasonable time to improve, (5) establish and implement procedures for ensuring that appraisers have the requisite competencies, (6) provide appraisers with the resources needed to carry out their responsibilities, (7) hold appraisers accountable for evaluating and dealing with incompetent teachers, and (8) provide incompetent teachers with a fair hearing prior to making the dismissal decision. The District Evaluation Practices Inventory, included, is a guide for districts that wish to implement the approach. A seven-page bibliography completes the monograph. (FWR)

EC

ED 235 645 EC 160 802
Karnes, Merle B., Ed.
The Underserved: Our Young Gifted Children.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-147-1
Pub Date—83
Contract—400-76-0119
Note—238p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.00, Publication No. 273).
Pub Type—Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Affective Behavior, Creativity, *Curriculum Development, *Gifted, Inservice Teacher Education, Models, Parent Attitudes, Parent Role, Play, *Preschool Education, Program Development, Program Evaluation, Self Concept, Student Evaluation, *Talent, *Talent Identification, Teacher Characteristics, Teaching Methods
Nine author-contributed papers focus on the needs of preschool gifted and talented children. M. Karnes presents "The Challenge" of educating this population, reviews characteristics of gifted talented children, and offers guidelines for developing programs for students, including gifted minority and gifted handicapped children. A variety of identification models is considered by A. Shwedel and R. Stoneburner in "Identification," including information on specific standardized measures. Problems in identifying young children from special populations are also considered. Five conceptual models (open classroom, Structure of the Intellect, Enrichment Triad, Bloom's Taxonomy and Williams' Cognitive Affective Model) are described by M. Karnes, P. Kemp and M. Williams in "Conceptual Models." Characteristics, selection, and training of teachers for the gifted is the focus of another paper, "Teachers," by Karnes. Examples of differentiated curricula in the academic skill areas are provided and suggested approaches to encouraging creativity, divergent thinking, and higher level thinking skills are discussed in "Differentiating the Curriculum" by M. Karnes, S. Linnemeyer and C. Denton-Ade. The development of self concept, self esteem, and social development, and techniques to enhance them are suggested in "Affective Development," by K. Abroms. "Creativity and Play" presents a discussion by A. Gunsberg on ways to encourage creativity through play. Research on the influences of parental attitudes and behaviors is reviewed by M. Karnes in "The Role of the Family." He also offers options for parent involvement in the education of their gifted child. In a final chapter, "Evaluation," A. Shwedel discusses the importance of, and reviews models for, evaluating preschool gifted programs. (CL)

ED 236 889 EC 161 149
Helge, Doris, Ed.
Rural Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—104p.
Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($5.00 single copy).
Journal Cit—Exceptional Children; v50 n4 Jan 1984
Pub Type — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Educational Needs, *Educational Technology, Elementary Secondary Education, *Gifted, Program Development, Regional Planning, *Rural Education, *Special Education, Teacher Education, Volunteers
This special issue of the journal Exceptional Children has the theme "Rural Special Education." Nine articles deal with this theme as follows: (1) "The State of the Art of Rural Special Education" (by D. Helge), looks at recent improvements, remaining challenges, and current functioning; policy recommendations are offered for national and state policy makers; (2) "Generic Problems or Solutions in Rural Special Education" (by L. Marrs) suggests that though certain problems are universal in rural areas there is no agreement regarding generalizable solutions which will work in all rural areas; (3) "Regional Rural Special Education Programs—A Case Study of Problems, Practices, and Positive Steps," (by K. Kirmer et al), uses the Central Kansas Cooperative in Education as an example of how central beliefs, early structuring decisions, and operating procedures have aided in dealing with the rural regional special education delivery problems; (4) "Models for Serving Rural Children with Low-Incidence Handicapping Conditions" (by D. Helge) stresses that there is no single appropriate rural service delivery model and delineates factors that must be considered by the rural service delivery model planner; (5) "Providing for Rural Gifted Children within an Assortment of Services Model" (by G. Gear) notes the problems of programming for gifted students when numbers are low and stresses the need for staff to innovate and use existing community resources; (6) "A Band Wagon without Music: Preparing Rural Special Educators" (by L. Marrs) notes the irrelevance of many traditional special educator preparation programs and identifies competencies and curriculum elements which should be in preservice programs; (7) "Technological Tools for Rural Special Education" (by A. Hofmeister) notes the potential of the new technologies if rural educators prepare themselves to capitalize on the advantages and avoid the problems they offer; (8) "Technologies in Rural Special Education Problem Solvers—A Status Report and Successful Strategies" (by D. Helge) discusses applications for instructional support, direct instruction, management, and staff development. The final paper, (9) "Should a Special Educator Entertain Volunteers—Interdependence in Rural America" (L. Marrs) describes the National Rural Independent Living Network and suggests strategies for designing a volunteer program, for recruiting and training volunteers, and for linking volunteers with disabled persons. (DB)

ED 244 406 EC 162 401
Turnbull, H. Rutherford, III. Fiedler, Craig R.
Judicial Interpretation of the Education for All Handicapped Children Act. Special Education in America: Its Legal and Governmental Foundations Series.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—37p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 277, $6.00).
Pub Type — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Court Litigation, *Disabilities, Due Process, Elementary Secondary Education, Equal Education, *Federal Legislation, Individualized Education Programs, Mainstreaming, Parent Participation, Special Education, Student Evaluation
The paper examines current judicial interpretations of selected policy and implementation issues concerning P.L. 94-142, the Education for All Handicapped Children Act. Court cases are analyzed according to the following six principles of the legislation (sample subtopics in parentheses): zero reject--the right of handicapped children to be in-

cluded in a free, appropriate, publicly supported educational system (expulsion and suspension, residential placement costs, minimum competency testing), nondiscriminatory evaluation, individualized and appropriate education (related services, extended school year), least restrictive educational placement, procedural due process (availability of due process hearings, exhaustion of administrative remedies), and parent participation in decisionmaking. The principles are described and relevant judicial interpretations noted. A summary section notes that with the courts' insistence, schools are learning to individualize education for exceptional children. The paper concludes with four hypothetical cases in which readers are asked to consider legal implications and the application of P.L. 94-142 as well as of court cases. (CL)

ED 244 447 EC 162 460
Behrmann, Michael M., Ed. Lahm, Liz, Ed.
Proceedings of the National Conference on the Use of Microcomputers in Special Education (Hartford, Connecticut, March 10-12, 1983).
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-86586-149-8
Pub Date—84
Contract—400-81-0031
Note—225p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (Publication No. 275, $20.00).
Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)
EDRS Price - MF01 PC09 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, Computer Software, *Disabilities, Elementary Secondary Education, *Microcomputers
Thirty-four papers from a 1983 conference on the use of microcomputers in special education focus on specific applications of the new technology. An overview section, section 1, includes papers on computer literacy and daily living skills, considerations for marketing software, and the role of special educators in the information age. Section 2 addresses computers in special education management, with papers on such applications as data-based behavior modification and microcomputer networks for administration and instruction. Section 3, on teacher training, includes discussions on vocational assessment and instruction and testing of generic special education concepts. Among the instructional applications considered in section 4 are computer camps, career planning, Blissymbol drill programs, and handwriting instruction. Section 5 deals with computers as tools, with papers on speech-output communication devices and alternate interface devices for physically handicapped persons. The final section, section 6, lists commercial exhibitors at the conference. Resources are categorized according to four types: general, management, instructional, and tools. (CL)

ED 246 573 EC 162 761
Krause, Claire S.
Enrichment through Creative Arts.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-86586-150-1
Pub Date—84
Contract—400-81-0031
Note—92p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 PC04 Plus Postage.
Descriptors—Art Activities, *Creative Development, Creative Writing, *Creativity, Dance, Drama, Elementary Education, *Enrichment, *Gifted, Individualized Instruction, Learning Activities, Poetry, Program Administration, Program Development, Resource Room Programs, *Talent
The CREST (Creative Resources Enriching Student Talents) Project, an enrichment approach for elementary gifted, talented, and creative students, is described. The project is explained to incorporate an interdisciplinary approach to instruction in art and science using resources within the community. Chapter 1 outlines the project philosophy, design, and goals for the program, teacher, and student. Identification is the focus of chapter 2 which covers such topics as screening tests, CREST talent search, planning and placement information, and providing information to parents. (Sample project forms are included). The third chapter addresses curriculum design, with emphasis on types I, II, and III enrichment activities (based on the Enrichment Triad Model-general exploratory activities, group training activities, and investigations of real problems). Typical elementary arts experiences are contrasted with the CREST enrichment approach. Administrative issues, including staff and consultative roles are explored in chapter 4, which also presents a management timeline. The fifth chapter provides instructional models for dance, drama, folk music, creative writing, and calligraphy. Planning individualized programs is the subject of chapter 6 which includes sample individual education plans and interest inventories. Chapter 7 focuses on evaluating creative behavior and offers sample rating scales in the areas of creative communication, drawing, folk music, modern dance, and poetry. A final chapter summarizes the kinds of changes in students who have participated in the CREST program. (CL)

FL

ED 233 589 FL 013 895
Omaggio, Alice C.
Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice, No. 52.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-87281-324-X
Pub Date—Jul 83
Contract—400-82-0009
Note—121p.
Available from—Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($10.50 plus $1.50 shipping/handling, all orders must be prepaid.)
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 PC05 Plus Postage.
Descriptors—*Language Proficiency, Language Skills, *Language Tests, Listening Comprehension, Reading Comprehension, Second Language Instruction, Speech Skills, *Test Construction, Writing Skills
Methods to contextualize tests in the four skill areas of listening, reading, writing, and speech are described. The roles of grammatical and lexical cues, recording semantic details, cloze adaptation, comprehensive questions, logical continuation items, global classification, and sociolinguistic factors are examined in relation to test formats. Various levels of grammatical and lexical specificity are illustrated and mixed skill items are discussed. Ideas for oral proficiency testing including interviews based on the ACTFL/ETS Rating Scales are provided. Following the description of item types, concrete suggestions for creating tests are offered. It is noted that because the contextualized tests integrated many linguistic and lexical features in a few well chosen contexts, the creation of the test is simpler than when instruction contains unrelated items. Several examples of hour-long unit exams for college French and Spanish courses are presented. (RW)

ED 233 590 FL 013 896
Blackwell, Peter M.
Teaching Hearing-Impaired Children in Regular Classrooms. Language in Education: Theory and Practice, No. 54.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-87281-325-8
Pub Date—Jul 83
Contract—400-82-0009
Note—51p.
Available from—Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($7.00 plus $1.50 postage/handling, all orders must be prepaid.)
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Diagnosis, Elementary Secondary Education, *Hearing Impairments, Individualized Education Programs, Language Acquisition, *Mainstreaming, Student Placement
This guide is designed to assist regular classroom teachers in helping the hearing impaired child to master the English language. It is noted that the hearing impaired population is not homogenous. Different factors involved in the decision to place a hearing impaired child in a regular classroom are considered. The types of language problems hearing impaired children experience are enumerated, including problems with the function and structure of language. The need for a comprehensive assessment and the development of an individualized education program for hearing impaired children are highlighted. The assessment should include psychological, medical, audiological, and speech and language evaluations conducted by qualified professionals. Language programming at the elementary and secondary school levels is discussed with emphasis on the establishment of appropriate goals. It is concluded that whatever the reason for placing a hearing impaired student in a regular classroom, the task of helping that child move through the difficult process of mastering the English language is a great responsibility. (RW)

ED 233 591 FL 013 897
Dragonas, Phyllis J.
The High School Goes Abroad: International Homestay Exchange Programs. Language in Education: Theory and Practice, No. 55.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-87281-323-1
Pub Date—Jul 83
Contract—400-82-0009
Note—80p.
Available from—Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($9.00 plus $1.50 postage/handling, all orders must be prepaid.)
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cultural Awareness, Cultural Exchange, French, German, Immersion Programs, International Educational Exchange, Parent Participation, Program Implementation, Secondary Education, *Second Language Instruction, *Student Exchange Programs
Identifiers—Massachusetts (Melrose), West Germany
The rationale behind international homestay exchange programs for high school students is discussed and several existing exchange programs are described. Such programs serve to enhance motivation for language learning, cultural awareness, positive attitudes toward the host country, and parental and public consciousness of other cultures. The Melrose/Oberalster program is a five-week exchange program between high schools in Melrose, Massachusetts, and Hamburg, West Germany. The objectives, family experience, immersion institute, course content, implementation, community and parent participation, predeparture orientation, public relations, and evaluation are described. In addition, a French total immersion program in France and a task-oriented survival program for eighth graders involving an exchange with Quebec are noted. It is concluded that such programs provide a wide range of beneficial language learning experiences and should be encouraged through federal funding. Program documents are appended. (RW)

ED 246 694 FL 014 512
Wyatt, David H.
Computers and ESL. Language in Education: Theory and Practice, No. 56.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-15-599297-X
Pub Date—84
Contract—400-82-0009
Note—129p.
Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887
Pub Type
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Attitudes, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, *Computers, *Computer Software, *English (Second Language), Futures (of Society), Grammar, Informa-

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tion Sources, Listening Skills, Literature Reviews, Program Implementation, Publishing Industry, Reading Instruction, Recordkeeping, Research Tools, *Second Language Instruction, Speech Skills, Vocabulary Development, Writing Instruction

The state of the art of computer-assisted language learning (CALL) in instruction of English as a second language (ESL) is examined. An overview of computer applications in the field discusses computer roles in language learning, computers and the standard curriculum, computer requirements for different types of CALL (instructional, collaborative, and facilitative), the promise of CALL in the ESL curriculum, and the benefits offered by computer-assisted learning. An analysis of computer-assisted learning in specific areas of ESL looks at reading and vocabulary; writing and vocabulary; listening; speaking; grammar; and other areas such as study skills, cultural orientation and education, testing, English for special purposes, bilingual ESL, and potential applications of the computer as a teacher's aide (in word processing, linguistic research, with supplementary materials, and as an electronic gradebook). A section on directions, resources, and considerations for development in CALL focuses on obstacles in the development of software, such as student reaction, areas of criticism of existing programs, system compatibility, technological advancement, hardware requirements and attitudes, and lack of communication among CALL users. A list of sources of software and CALL information, including addresses, and a bibliography are appended. (MSE)

ED 246 695 FL 014 513
Hope, Geoffrey R. And Others
Using Computers in Teaching Foreign Languages. Language in Education: Theory and Practice, No. 57.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599306-2
Pub Date—84
Contract—400-82-0009
Note—146p.
Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887
Pub Type
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Software, Cultural Education, Evaluation Criteria, Grading, Grammar, Information Storage, *Information Systems, Listening Skills, Reading Instruction, Recordkeeping, *Second Language Instruction, *Skill Development, Speech Skills, Student Placement, Testing, Vocabulary, Writing Instruction

A review of the state of the art of computer applications in foreign language instruction begins with a discussion of the advantages and disadvantages of this method of instruction, its history of use, use of natural language, interaction and communication, and types of computer assisted instruction (CAI). A section examining the relationship between language teaching goals and the practical steps in using the computer as a teaching tool uses as an example the teaching of vocabulary, and traces the development of a program from establishment of vocabulary files through the choice, classification, and presentation of words to their practice. In a subsequent section, applications for skill development in grammar, writing, reading, speaking, listening, and cultural education are analyzed. A chapter on lesson design looks at techniques of presentation, recordkeeping, and the use of branching. Management tools such as text editors, item banks, and applications for testing, placement, and grading are noted in the following chapter. In a chapter concerning avenues of access to CAI, aspects and issues of hardware, programming, authoring systems, software packages, and software evaluation are outlined. A concluding section on directions in CAI reviews progress in evaluating program effectiveness and the status of research and development efforts. An indexed and annotated bibliography and a glossary of CAI and computer terms are appended. (MSE)

ED 246 696 FL 014 514
Weber, Wilhelm K.
Training Translators and Conference Interpreters. Language in Education: Theory and Practice, No. 58.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599299-6
Pub Date—84
Contract—400-82-0009
Note—74p.
Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887
Pub Type — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advanced Courses, Career Ladders, Classroom Techniques, Curriculum Development, *Employment Opportunities, *Ethics, *Interpreters, Language Skills, Second Language Instruction, *Second Languages, Teaching Methods, *Testing, *Translation
Identifiers—Foreign Language Careers, *Professionalism

An examination of translation and conference interpretation as well-established academic professions focuses on how they should be taught in order to maintain the integrity of the two professions and the highest standards in their exercise. An introductory section answers the question, "Can translation and interpretation be taught?," noting that these professionals must possess an extraordinary array of qualifications, including flawless mastery of their working languages, including their native one. A second chapter outlines the basic qualifications and aptitudes for succeeding in the profession as well as the characteristics of those who should not try to enter it. A chapter on learning and teaching resources discusses textbooks, dictionaries, periodicals, text materials, and needed equipment (booths and consoles). The structure, duration, and sequence of translation and interpretation curricula, specific instructional methods for the different kinds of work, and testing issues are discussed in separate chapters, and two concluding sections look at career options and job opportunities and issues in professional ethics. In the latter section, the translator's and interpreter's responsibilities are detailed. A concluding chapter contains some advice to prospective students in the field, and a bibliography is appended. (MSE)

ED 246 697 FL 014 515
Morley, Joan
Listening and Language Learning in ESL: Developing Self-Study Activities for Listening Comprehension Practice. Language in Education: Theory and Practice, No. 59.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-15-599298-8
Pub Date—84
Contract—400-82-0009
Note—161p.
Available from—Harcourt Brace Jovanovich International, Orlando, FL 32887
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Auditory Discrimination, Class Activities, Classroom Techniques, *English (Second Language), *Independent Study, Instructional Materials, *Listening Comprehension, *Listening Skills, *Material Development, Notional Functional Syllabi, Phoneme Grapheme Correspondence, *Second Language Instruction, Second Language Learning, Spelling

An examination of materials development for independent study in listening comprehension of English as a second language (ESL) begins with an outline of current directions in second language instruction. The discussion that follows has two parts. The first is a review of some changing perspectives on the role of listening in language learning and teaching, including historical notes, the distinctions emerging in the field during the 1970's, and the 1980's' emerging focus on the importance of listening. Part two presents guidelines for developing materials and examples of special listening activities designed for a segment of a self-study aural comprehension curriculum. The materials are intended for adult and teenage ESL learners at elementary and intermediate levels, and are designed to focus intensive attention on selected listening tasks in two broad categories. One is functional listening and vocabulary building, with an emphasis on understanding message content and intent in building vocabulary. This category is further divided into notional/informational listening and situational/functional/informational listening. The second category of tasks is structural analysis listening, with an emphasis on analyzing sound patterns, spelling patterns, and some grammatical elements. This category is subdivided into discrimination-oriented listening practice and sound-spelling listening practice. A bibliography is included. (MSE)

HE

ED 233 669 HE 016 607
Keimig, Ruth Talbott
Raising Academic Standards: A Guide to Learning Improvement. ASHE-ERIC/Higher Education Research Report No. 4, 1983.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-03-977
Pub Date—83
Contract—400-82-0011
Note—100p.
Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, *Academic Standards, *College Students, Decision Making, *Developmental Studies Programs, *Educationally Disadvantaged, Educational Objectives, *Educational Planning, Educational Research, Grade Point Average, Higher Education, High Risk Students, Individualized Instruction, Program Evaluation, *Remedial Programs, Student Evaluation, Teacher Role, Teaching Methods

Learning improvement programs for underprepared postsecondary students are reviewed, and a Decision Guide for Effective Programs, which summarizes knowledge needed for decision making, is presented. Research data are analyzed to identify features of learning improvement programs associated with improved grade point average and retention. Successful programs were found to have two broad characteristics in common: comprehensiveness in their support services, and institutionalization into the academic mainstream. The Decision Guide for Effective Programs includes a hierarchy of learning improvement programs that describes and ranks four types of programs: remedial courses, learning assistance to individual students, course-related learning services, and comprehensive learning systems. Twenty-six critical variables for learning improvement are presented in the Hierarchy of Decisions. The possible choices that educators can make for each variable are identified and ranked for effectiveness to increase overall academic achievement. The 26 variables are grouped as decisions relating to goals and rationale, instructional methods and content, institutional policies and standards, professional and paraprofessional staff and roles, and the evaluation of learning improvement programs. A bibliography is appended. (SW)

ED 234 729 HE 016 688
Brown, Kenneth C.
The Administrator's Use of Microcomputer Systems.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—83
Contract—400-82-0011
Note—8p.
Available from—American Association of University Administrators, 1133 Fifteenth Street, N.W., Washington, DC 20005 ($2.00).
Journal Cit—Administrator's Update; v4 n3 Sum 1983
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *College Administration, Computer Graphics, *Computer Oriented Programs, Databases, Decision Making, Higher Education, *Management Information Systems, *Microcomputers, Office Management, Organizational Communication, *Productivity, Technology Transfer, Time Management, Word Processing

Identifiers—*Decision Support Systems, Electronic Mail

The use of microcomputers by college administrators to increase productivity is discussed. Microcomputers can help increase productivity in the following administrative office tasks: decision support, communication, personal assistance, and task management. One of the most promising developments to emerge from the decision sciences over the past 10 years is Decision Support Systems. The three types of decision support aids for microcomputers that have proved to be of most value to both novice and expert microcomputer users are electronic worksheets, graph and chart formatting aids, and data base management systems. Two of the automated office subsystems that can improve communications are electronic mail systems and word-processing systems. Microcomputers can be used to implement both of these types of systems. Word-processing systems can help administrators reduce the time spent on editing and revising reports and correspondence. Software packages available to administrators include those for a daily personal calendar/reminder system, keeping notes by topical areas in the initial stage of writing a speech or report, and managing office tasks such as employees' schedules. A bibliography is appended. (SW)

ED 237 004 HE 016 780

Shulman, Carol Herrnstadt

Fifteen Years Down, Twenty-five to Go: A Look at Faculty Careers. AAHE-ERIC/Higher Education Research Currents, November 1983.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Note—6p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00)

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, *Career Ladders, *College Faculty, Financial Problems, Higher Education, *Retrenchment, Scholarship, *Teacher Morale, *Teacher Responsibility, Teaching (Occupation)

Approaches to develop a new understanding of academic careers are discussed. For many faculty members, a key issue is how to adjust their understanding of an ideal career to contemporary reality. During the 1970s, almost all of the professoriate saw its standard of living decline, a decline that stabilized by the early 1980s. Job mobility is seldom now a viable option. Under these conditions, tenured faculty may feel trapped at their institutions, and administrators also face a loss of flexibility in managing their tasks in the face of reduced funds. New information on adult development and new conditions for the academic profession have prompted efforts to revise the model of academic life established in the 1960s. The adult years are now seen as dynamic and marked by changes that can be anticipated and identified by age, activities, interests, and psychological development. Recent thinking about careers stresses the need for progression, for changed roles and responsibilities. In addition to the common suggestion to promote teaching as an honorable calling, approaches to providing variety in the academic career include: providing opportunities for different types of teaching assignments, involvement in professional activities, special endeavors in research or curriculum development, and replacing tenure with a different evaluation system. (SW)

ED 237 005 HE 016 781

Grabowski, Stanley M.

Administrative Responsibility for Faculty Development. AAUA-ERIC/Higher Education Administrator's Update, Fall 1983.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-82-0011

Note—8p.

Available from—American Association of University Administrators, 1133 Fifteenth Street, N.W., Washington, DC 20005 ($2.00)

Journal Cit—Administrator's Update; v5 n1 Fall 1983

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *College Faculty, Consultation Programs, *Faculty College Relationship, *Faculty Development, Faculty Promotion, Higher Education, *Instructional Improvement, Professional Recognition, Program Development, Teacher Administrator Relationship, *Teacher Effectiveness, Teaching Conditions

The rationale for and obstacles to faculty development are considered, and recommendations for administrators to follow in initiating and implementing programs are offered. Faculty development is needed for at least three important reasons: knowing a subject does not mean an individual can effectively teach it; faculty need to learn how to teach and counsel adult students; and low enrollment and retrenchments result in heavily tenured faculty with few if any new faculty members added. Traditional faculty development has involved instructional development, personal development, and organizational development. Popular current approaches to faculty development include faculty growth contracts, instructional improvement centers focusing on human rather than material resources, and the auditor-consultant program. The following recommendations to administrators who are responsible for faculty development are considered: involving the faculty in planning the program, attaining administrators' support, making the program comprehensive, and establishing a reward system. A comprehensive faculty development program will offer faculty opportunities to improve as teachers, to develop a supportive environment, and to develop personal values as a professional. A bibliography is appended. (SW)

ED 238 350 HE 016 888

Feasley, Charles E.

Serving Learners at a Distance: A Guide to Program Practices. ASHE-ERIC Higher Education Research Report No. 5, 1983.

Association for the Study of Higher Education, ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-913317-04-7

Pub Date—83

Note—80p.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancillary School Services, *Audiovisual Communications, College Faculty, College Students, Computer Assisted Instruction, *Distance Education, *Educational Media, Educational Technology, *Extension Education, *External Degree Programs, Higher Education, *Open Universities, Program Administration, Program Costs, Student Characteristics

The international literature on learning at a distance is reviewed with attention to student participation, faculty issues, the technology of delivery, necessary support systems, and the organization and process of distance education. Distance education is used in many content areas in economically diverse countries. Individuals who must learn at a distance have ongoing obligations (e.g., employment or caring for young children) or physical handicaps, or they live in geographically isolated areas. Distance faculty members are commonly called mentors or tutors, because they direct students to learning materials and personnel, provide emotional support, and evaluate students' progress. The more that distance learning expands students' heterogeneity, the greater the need for nontraditional recruitment, admissions, registration, and counseling. Despite a strong trend toward the use of multiple media, the major way of providing distance education remains printed materials. It is only when enrollment is high that the use of technology, especially broadcast media, in courses becomes cost effective in comparison to classroom-based students' achievements. Thirteen kinds of media that deliver instruction to distance learners are considered. An extensive bibliography is appended. (SW)

ED 238 357 HE 016 895

Peer, Jean L.

Competence, Admissions, and Articulation: Returning to the Basics in Higher Education. ASHE-ERIC Higher Education Research Report No. 6, 1983.

Association for the Study of Higher Education, ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-913317-05-5

Pub Date—83

Contract—400-82-0011

Note—115p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers, $5.00, members)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Standards, Achievement Tests, Aptitude Tests, *Articulation (Education), Basic Skills, College Admission, College Bound Students, *College Preparation, College School Cooperation, *College Students, Educational Testing, Higher Education, *High School Students, *Minimum Competency Testing, Minority Groups, *Standardized Tests, Student Evaluation, Teacher Education

Identifiers—Diversity (Institution), Diversity (Student), Value Added

The issues of competency testing, standardized testing, and new measures of achievement and competency in college are discussed. Attention is directed to the following questions: what skills and subjects are basic, how can schools enhance and measure competence, and who is responsible for setting higher standards? Considerations of the National Commission on Excellence in Education are addresssed throughout the report. The importance of the following factors to the successful implementation of minimum competency testing are identified: the allocation of responsibility, frequency and appropriateness of tests, provision of support services, and protection of special groups. The relationship between academic standards and preparatory work at the high school level are addressed, along with requirements for enhancing preparation for college. Differences in what is measured by minimum competence tests and standardized aptitude tests and the concerns of minorities about such testing are also considered. Additional topics include the use of standardized test scores, new measures of precollegiate academic preparation, methods to increase and measure the competence of college students, teacher competence, cooperation between high schools and colleges, college-level courses offered in high school, institutional and student diversity, and the value-added approach to student assessment. An extensive bibliography is appended. (SW)

ED 239 569 HE 016 993

Crosson, Patricia H.

Public Service in Higher Education: Practices and Priorities. ASHE-ERIC Higher Education Research Report, 1983.

Association for the Study of Higher Education, ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-913317-06-3

Pub Date—83

Contract—400-82-0011

Note—140p.

Available from—Publications Department, Association for the Study of Higher Education One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members)

Pub Type

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Activism, *College Role, Community Colleges, Consortia, Educational History, *Government School Relationship, *Higher Education, Industry, Organizational Climate, Problem Solving, Research Projects, *School Business Relationship, *School Community Relationship, Social Action

Identifiers—*Public Service

Public service in American colleges and universities is reviewed. Major controversies related to the mission of public service in higher education are discussed by examining three metaphors commonly

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used to characterize the nature of colleges and universities: ivory tower, social service station, and cultural mart. Attention is also addressed to four perspectives on the question of how the public service mission is best fulfilled: through ideas of value, social criticism, social problem solving, or social activism. In addition, the ideal of public service is traced historically. State-of-the-art information concerning patterns and practices by major type of service is presented, with attention to community service by community colleges, service to urban communities, service to state and local governments, and partnerships between higher education and business and industry. Examples of the following types of partnerships are provided: research partnerships, consortia, and university, industry, and federal initiatives. The question of organizing for public service is addressed, along with organizational issues of structure, policy, reward systems, and resources. Finally, recommendations for future research are offered. A bibliography is appended. (SW)

ED 240 918 HE 017 020

Stonewater, Jerry K. Stonewater, Barbara B.

Teaching Problem-Solving: Implications from Cognitive Development Research. AAHE-ERIC Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, DC 20036 ($1.00).

Journal Cit—AAHE Bulletin; Feb 1984

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Cognitive Development, College Instruction, *Educational Strategies, Higher Education, *Motivation Techniques, *Problem Solving, Psychological Studies, Teaching Methods

The relationship between cognitive development and problem-solving skills is discussed. One approach for improving students' problem-solving skills rests in the application of cognitive development theories to instruction. Instructional strategies that facilitate cognitive development can be categorized into two groups: instruction that challenges the student's cognitive structures or creates disequilibrium, and instruction that provides support such that the student will engage in the opportunity created by the disequilibrium. Four types of instructional strategies that have been used successfully to introduce disequilibrium are considered: creating dissonance, direct experience, diversity, and social transmission. Three strategies that increase the probability that students will engage in the learning process and attend to the cognitive disequilibrium are also discussed: structure that focuses the students' attention on the disequilibrium, psychological support to help students manage the ego-threatening activities of learning, and "plus-one" instruction designed to tune into the students' level of thinking. It is suggested that some combination of instructional methods under certain conditions can facilitate cognitive growth. (SW)

ED 240 940 HE 017 049

Laughlin, J. Stanley

Attitudes, Administrative Styles, and Outcomes.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—5p.

Available from—American Association of University Administrators, 1133 Fifteenth Street, Washington, DC 20005 ($2.00).

Journal Cit—Administrator's Update; v5 n2 Spr 1984

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Role, *College Administration, Higher Education, *Interpersonal Competence, *Interprofessional Relationship, *Leadership Styles, *Organizational Climate, Productivity

The literature on administrative style is reviewed. Attention is directed to four basic concepts of administrative style: (1) the structured, classical, traditional model; (2) the participatory or employee-involved operation; (3) a more behavioral scientific style; and (4) the situational or environmental style. These ideas are more fully described, and it is proposed that even with various definitions of management styles in the literature, the key to a productive organizational system is the type of administrative style that directs the organization, not the organization that governs the people. If the organization is too autocratic, it may be because of the attitudes of the chief administrator. Based on the literature, a profile of an effective administrator is suggested. An effective administrator communicates well; establishes clear directions; can motivate subordinates through shared participation; rewards, and morale boosting; develops and maintains an openness with employees; strives for excellence; and recognizes subordinates' behavioral patterns. (SW)

ED 240 972 HE 017 085

Hendrickson, Robert M. Lee, Barbara A.

Academic Employment and Retrenchment: Judicial Review and Administrative Action. ASHE-ERIC Higher Education Research Report No. 8, 1983.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-913317-07-1

Pub Date—83

Contract—400-82-0011

Note—133p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 603, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Civil Rights Legislation, Compliance (Legal), *Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Financial Problems, *Higher Education, Institutional Evaluation, *Legal Responsibility, Personnel Policy, Retrenchment, *Salary Wage Differentials, Teacher Salaries

Identifiers—Civil Rights Act 1964 Title VII, *Title IX Education Amendments 1972

The major legal issues pertaining to academic employment are examined. Four areas affecting higher education are analyzed in depth: employment practices, equal pay, developing issues under Title IX of the Education Amendments of 1972; and financial exigency. In addition, guidelines for evaluating current institutional academic employment practices are provided. Specific attention is directed to: the order of proof and the burdens of proof for both plaintiffs and defendant colleges in academic Title VII (Civil Rights Act of 1964) cases; the general attitude of the federal courts toward employment discrimination litigation involving colleges; how courts review decision-making procedures and criteria in academic Title VII cases; statutes used by college faculty to challenge alleged salary discrimination and the kind of proof each party must provide; cases brought against colleges under these statutes; problems involved in creating or modifying salary policies; trends in judicial review of salary policies at colleges; the provisions and history of Title IX; recent federal cases; and regulations establishing a college's responsibilities under this law; and the case law on financial exigency and institutional prerogatives and obligations to faculty. An 11-page bibliography of cases, statutes, books and periodicals is included. (SW)

ED 242 255 HE 017 119

Melendez, Winifred Albizu de Guzman, Rafael M.

Burnout: The New Academic Disease. ASHE-ERIC Higher Education Research Report No. 9, 1983.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-08-X

Pub Date—83

Contract—400-82-0011

Note—114p.

Available from—Publications Department, Association for the Study of Higher Education, Dept. R, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, *College Environment, College Faculty, *Coping, *Faculty College Relationship, Higher Education, Job Satisfaction, Negative Attitudes, Psychological Patterns, *Stress Variables, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Burnout, *Teacher Morale, Work Attitudes

The literature concerning burnout is reviewed, and specific ways that burnout can be minimized or eliminated in colleges are suggested. Burnout may occur with individuals who work with other people and who give much more than they get in return. Symptoms may include lack of enthusiasm for work, a sense of helplessness, and frustration. Physical changes occur during stress, and psychological stress involves both the environmental stimulus and the individual's reaction. The Person-Environment Fit Model, a theory of stress, describes the interrelationship of the person and the environment. The model maximizes good fit to minimize work stress and contribute to the individual's total personality growth and self-esteem. Certain personality characteristics may predispose an individual to burnout, while certain work environment factors also contribute to stress and may lead to burnout (e.g., role dynamics, occupation, job satisfaction, career paths, and the organization itself). Information is provided on sources of stress related to students, colleagues, and to the administration. Tactics to prevent or relieve burnout are suggested that entail certain skills, including personal management skills and relationship skills. Organizational prescriptions are also addressed. An extensive bibliography is appended. (SW)

ED 243 355 HE 017 160

Bromert, Jane Doyle

The Role and Effectiveness of Search Committees. AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—5p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, DC 20036.

Journal Cit—AAHE Bulletin; p7-10 Apr 1984

Pub Type—Reports - Evaluative (142) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Selection, *Advisory Committees, *College Faculty, Higher Education, *Recruitment, *Teacher Selection

Identifiers—*Search Committees

Perspectives concerning search committees for college faculty and administrators are considered. Most of the existing literature on college and university search committees deals with general presidential and, to a lesser extent, with administrative searches. Search committees are a fairly recent phenomenon in higher education, and their growth is the result of state and federal legislation affecting faculty and staff members, a more participatory approach to college administration, and an enlarged pool of qualified candidates. Although the search process is subtle and varied, major activities of search committees include: organizing the group, advertising and seeking nominations, screening the applications, checking references, arranging interviews, and making a recommendation to the group or person making the final decision. A careful selection of search committee members and a clear mandate for the committee are important. Another major prerequisite is that search committee members be familiar with the problems, needs, and values of the school or department. Finally, a realistic position description and a thoughtful list of candidate qualifications are needed by the committee. Information on a time table for a presidential search and the cost of a search are included. (SW)

ED 243 397 HE 017 216

Austin, Ann E. Gamson, Zelda F.

Academic Workplace: New Demands, Heightened Tensions. ASHE-ERIC Higher Education Research Report No. 10, 1983.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-913317-09-8
Pub Date—83
Contract—400-82-0011
Note—131p.
Available from—Association for the Study of Higher Education, Publications Dept., One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrators, *College Environment, *College Faculty, *Faculty College Relationship, Faculty Workload, Higher Education, Job Satisfaction, Middle Management, Power Structure, Productivity, Research Needs, *Work Environment
Pressures that have negatively affected the work environments of colleges are identified, and research concerning the work experience of faculty and administrators is reviewed. The effect of the extrinsic and intrinsic elements on faculty members' work is considered, including their power and autonomy, their relationships to the institution, and the outcomes of their work. Extrinsic factors include workload and the opportunity structure, while intrinsic factors pertain more to the nature of the work itself, as well the responsibilities and autonomy of the staff member. Attention is also directed to productivity of the faculty member, job satisfaction, and morale. Recommendations concerning the articulation of institutional mission, task and decisionmaking structures, and career planning and staff development are offered. Appended are tables that summarize the research on the work experience of faculty and administrators (presidents, mid-level, and other). Each table is divided into sections paralleling the major topical areas of the text. Studies supporting the major research findings are also listed. In addition, tables present important issues and questions not yet answered concerning the work experience of faculty, administrators, and support staff. A subject index to the 1983 ASHE-ERIC Higher Education Research Report series is included. (SW)

ED 244 376 HE 017 279
Waggaman, John S.
Development Programs for Academic Administrators: Considerations and Outcomes.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Note—7p.
Available from—American Association of University Administrators, 1133 Fifteenth St., N.W., Washington, DC 20005 ($2.00).
Journal Cit—Administrator's Update; v5 n3 Spr 1984
Pub Type—Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Department Heads, Higher Education, *Inservice Education, *Management Development, Needs Assessment, *Professional Development, *Program Development, Program Evaluation
Identifiers—Florida
Factors reported to be important in the design, implementation, and evaluation of professional development programs for department chairs are described. Attention is also directed to results from a goal-focused evaluation of the 6-year-old program to train new department heads in the nine state universities of Florida, a program that is being adopted across the United States and Canada. The widespread recognition of a need to train chairs and some important characteristics of such programs are considered. In addition, the means by which institutional administrators can assess the need for training are examined. Results are also provided of several training programs, which should complete the information institutional officials need to decide the kind of program they should underwrite for the professional development of department chairs. It is noted that an important way to determine the need for training before the situation becomes critical is to carefully examine the job and role characteristics of all chairs in an institution. Several kinds of surveys that have been used to study department heads are discussed. Information from reports about training programs is presented concerning the participants, what is learned, experiences after the training program, and whether the programs are successful. (SW)

ED 246 831 HE 017 585
Cross, K. Patricia McCartan, Anne-Marie
Adult Learning: State Policies and Institutional Practices. ASHE-ERIC Higher Education Research Report No. 1, 1984.
Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-913317-10-1
Pub Date—84
Contract—400-82-0011
Note—162p.; Outgrowth of the Lifelong Learning Project.
Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Access to Education, *Adult Education, *Continuing Education, Educational Opportunities, Educational Quality, Education Work Relationship, Government Role, Government School Relationship, Higher Education, Labor Force Development, *Lifelong Learning, Productivity, *Public Policy, *Statewide Planning
Identifiers—New York
Issues confronting state agencies in planning for lifelong learning are reviewed. In considering the providers of education, attention is directed to relationships within formal education structures, as well as relationships between higher education and business/industry, professional associations and labor unions, and community organizations. Three questions concerning access are addressed: the current participation of adults in adult education, barriers to participation, and extending educational opportunities to adults. In discussing quality assurance, attention is directed to programs and procedures that offer degrees or academic credit. Also of concern is the question of why state officials, particularly governors, are interested in the preparation of workers, the types of programs that are believed to aid the economy through education and training of adults, and approaches states can take to provide the private sector with a skilled work force. Five policy questions are also addressed: enhancing productivity, product life cycle theory, technology and job skills, dual labor markets, and education beyond skill training. A framework for considering state roles is also discussed. Information on New York State goals for adult learning services by the year 2000 is appended, along with a bibliography. (SW)

ED 246 832 HE 017 586
Whitman, Neal A. And Others
Student Stress: Effects and Solutions. ASHE-ERIC Higher Education Research Report No. 2, 1984.
Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—ISBN-0-913317-11-X
Pub Date—84
Contract—400-82-0011
Note—115p.
Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Environment, *Coping, Graduate Medical Students, *Graduate Students, Higher Education, Law Students, Medical Students, *Professional Education, *Stress Management, Stress Variables, *Student Adjustment, Student College Relationship, Student Needs, *Undergraduate Students
Stresses experienced by college students at different educational levels are considered, along with ways that colleges can help reduce destructive forms of stress. After discussing how stress and coping are related, problems in defining stress and coping are considered, and models are proposed for understanding stress. Following an overview on the way that stress and coping relate to the role of student, descriptions are provided of environmental settings, sources of stress are given, and solutions are presented for undergraduate students, graduate students, law students, medical students, and medical residents. Solutions suggested for reducing distress in students include: stress inoculation (e.g., informing students in advance of what difficulties they might face); improving campus mental health services; organizing peer counseling and self-help groups; improved orientation for new graduate students; greater flexibility in core requirements; expanding the role of faculty advisors; giving earlier and more frequent exams for law students; deemphasizing grades in law school; basing appointment to the law review on writing skills rather than class rank; improving orientation for first-year medical students and residents; and better counseling and support groups for medical students and residents. (SW)

IR

ED 233 706 IR 010 797
Ely, Donald P.
Information Technology in Education: The Best of ERIC.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—IR-62
Pub Date—82
Contract—NIE-400-82-0001
Note—55p.; For related document, see ED 228 987.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($4.25 plus $1.50 postage).
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cable Television, *Communications Satellites, Educational Policy, *Educational Trends, Futures (of Society), Government Role, Information Retrieval, Instructional Innovation, *Technological Advancement, *Teleconferencing, *Videodisc Recordings, Videotex
Identifiers—Electronic Mail, *Information Technology
This publication highlights 48 recent ERIC listings which help to explain the variety of emerging technologies for the delivery of information in educational settings. Specific technologies addressed include cable television, electronic mail, satellite communication, teleconferencing, videodisc, and videotex. Entries were selected for inclusion based on recency (with most appearing since 1980), relevance to education, and readability, or ability to be understood by lay persons. Emphasis is on journal articles and documents which report results and which focus on one technology, rather than a combination of technologies. However, 11 general articles and documents are cited for the overviews they provide. Chapter 1 comprises an introductory summary of "Informational Technology and Its Impact on American Education," (published by the Congressional Office of Technology Assessment in November 1982), one of three such overviews which are noted as being most comprehensive and authoritative. An author index and ERIC ordering information are included following individual citations for each topic area. (LMM)

ED 233 711 IR 020 005
Laubacher, Marilyn R.
Microcomputers: Some Basic Resources.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date—Apr 82
Note—6p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Programs, *Educational Technology, Elementary Secondary Education, Evaluation, Higher Education, *Microcomputers, Organizations (Groups), *Resource Materials
Identifiers—*Computer Uses in Education, PF Project
Over 40 books, periodicals, directories, and organizations relevant to the educational uses of mi-

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microcomputers are listed. The bibliography is divided into eight categories: (1) What are good sources of information about microcomputers for people with no background? (2) How can I decide which microcomputer to buy? (3) How can I locate available software? (4) Are there evaluations available for microcomputer software? (5) How can I find out what other school districts are doing with microcomputers? (6) How can I find journal and magazine articles that will keep me up-to-date? (7) What organizations are involved in the use of microcomputers? and (8) Where can more information about microcomputers be found? Most materials on the list were published after 1980. (KC)

ED 233 745 IR 050 515

Brandhorst, Ted, Ed.

Interchange. November 1972-July 1983.

ERIC Processing and Reference Facility, Bethesda, Md.

Spons Agency—Educational Resources Information Center (ED/NIE), Washington, DC.

Pub Date—83

Contract—400-81-0003

Note—628p.; Includes 24 issues, published irregularly across the past decade (November 1972-July 1983). Title surrounded graphically by the phrase "ERIC Database Users" (1972-79) or "ERIC Users" (1980-83).

Pub Type—Collected Works - Serials (022) — Reference Materials (130)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Databases, Information Dissemination, Information Retrieval, *Information Services, Information Systems, Microfiche, Newsletters, Search Strategies

Identifiers—*ERIC

The Interchange newsletter is prepared irregularly (approximately semiannually) by the staff of the ERIC Processing and Reference Facility in order to communicate matters of interest to users of the ERIC database and of other ERIC products and services. Initially, the focus was on computer-oriented users who were receiving the ERIC magnetic tapes and on problems associated with utilizing the ERIC bibliographic database in machine-readable form. In later years, the focus shifted to ERIC users in general, and the newsletter began to disseminate a broad spectrum of information pertaining to ERIC, including: price changes, microfiche products, ERIC Clearinghouse news, search strategies, manual searching, education-related databases, referral information, national-level educational studies, microcomputer news related or extendable to ERIC, new ERIC data elements, lexicographic news, etc. Current major categories for newsletter announcements are: General User Information; Product News; Computer Searching; and Microcomputers. This package consists of the first 24 issues of Interchange, extending from November 1972 through July 1983 (a period of just over 10 years). (WTB)

ED 233 746 IR 060 002

Cochrane, Pauline A.

Online Public Access Catalogs. ERIC Fact Sheet.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Pub Date—Oct 82

Note—4p.; Hold for replacement of (cropped) p. 4.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Library Catalogs, *Library Services, *Online Systems, *Reference Services

Identifiers—Fact Sheets, PF Project

A listing is presented of 17 documents in the ERIC database concerning the Online Catalog (sometimes referred to as OPAC or Online Public Access Catalog), a computer-based and supported library catalog designed for patron use. The database usually represents recent acquisitions and often contains information about books on order and items in circulation. The ERIC documents consist of papers, journal articles, and newsletters published (with one exception) since 1980. They are listed alphabetically by author under the following categories: planning for the online catalog, description of specific OPACs, user studies, and online subject access. (KC)

ED 237 098 IR 050 519

Weller, Carolyn R., Ed.

ERIC Clearinghouse Publications, 1982. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1982.

ERIC Processing and Reference Facility, Bethesda, Md.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 83

Contract—400-81-0003

Note—77p.; For related document, see ED 224 505.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, Resource Materials, *State of the Art Reviews

Identifiers—Educational Information, *ERIC

A broad range of education-related topics are addressed in this 181-document bibliography, which presents citations and abstracts for publications produced by the 16 ERIC Clearinghouses. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1982) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/-Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A complete listing of names, addresses, telephone numbers, and scope notes is provided for ERIC Clearinghouses and other network components. Information on how to obtain publications and how to order ERIC abstract journals is also included. (LMM)

ED 237 100 IR 050 521

Laubacher, Marilyn R.

How to Prepare for a Computer Search of ERIC: A Non-Technical Approach. Revised and Updated.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 83

Contract—NIE-400-82-0001

Note—56p.; The original publication was prepared for the Clearinghouse on Information Resources by Judith Yarborough and published in 1975. For related document, see ED 110 096.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-63, $3.75 plus $1.50 for shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Clearinghouses, Databases, Guidelines, *Indexing, Information Needs, *Information Retrieval, Information Services, *Online Systems, *Search Strategies, Thesauri

Identifiers—*ERIC, *Query Negotiation (Library Science)

Designed for educators requesting information from ERIC and for the search intermediary who channels educators' requests to a search service, this updated guide explains in non-technical language the steps involved in preparing a computer search for the ERIC database. A beginning section on how to initiate a search discusses the choice of a database and whether to use a manual or computer search. A discussion of the search negotiation process covers the type of search and problem definition. The process of developing a search strategy is also examined, including access points to ERIC materials; using the Thesaurus of ERIC Descriptors; indexing rules, including use of major descriptors and identifiers, indexing specificity, and educational levels; and indexable elements, i.e., population concepts, activities/action and methodology/materials concepts, curriculum concepts, identifiers, and document form/type concepts. Five appendices list the ERIC Clearinghouses with contact information, databases of interest to educators, publication types and codes, and educational level descriptors, and provide forms for ordering ERIC documents and reprints of journal articles. A glossary and a 42-item bibliography are included. (LMM)

ED 238 440 IR 050 559

Eisenberg, Michael

The Direct Use of Online Bibliographic Information Systems by Untrained End Users: A Review of Research.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—NIE-400-82-0001

Note—45p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, New York 13210 (IR-64; $3.00 plus $1.50 shipping and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Computer Programs, Experimental Programs, *Information Retrieval, Man Machine Systems, *Online Systems, Program Descriptions, *Research Projects, *Training

Identifiers—*End Users, Intelligent Computer Terminals, Online Search Skills, *User Cordial Interface

This paper reviews the current extent of, research into, and future expectations for the use of online bibliographic retrieval systems by untrained end users rather than by trained search intermediaries. Six sections cover: (1) studies of direct end user searching, done primarily with students or persons in highly technical fields; (2) problems to be addressed before end user access can become common practice, including the variability of search procedures and the user's possible lack of computer, online searching, and information seeking experience; (3) suggested solutions to these problems, including standardization of online search procedures, training of end users, and the development of user-friendly system modifications; (4) methods and systems currently used to train novice online users, including TRAINER, DIATOM, and IIDA (Individualized Instruction for Data Access); (5) current research into user-friendly system modifications, with descriptions of VSS (Vocabulary Switching System), CONIT (COnnector for Networked Information Transfer), IIDA, TSW (The Searcher's Workbench), PaperChase, MICROsearch, CITE (Current Information Transfer in English), and OLSAM (Online Search Assistance Machine); and (6) projections concerning the future direct use of computer information systems. A 54-item bibliography is provided as well as a 38-item annotated bibliography of ERIC publications and information on how to order ERIC documents. (ESR)

ED 239 605 IR 010 968

Levine, Janice Resnick

Microcomputers in Elementary and Secondary Education: A Guide to the Resources.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—IR-65

Pub Date—Aug 83

Contract—400-77-0016

Note—70p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, New York 13210 (IR-65; $3.75 plus $1.50 shipping and handling).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, Clearinghouses, *Computer Assisted Instruction, *Computer Literacy, *Computer Programs, Databases, Elementary Secondary Education, Equipment Evaluation, *Microcomputers, Nonprint Media, Periodicals, Professional Associations, Publishing Industry, *Reference Materials, Textbooks

Identifiers—*Courseware Evaluation

Designed for use by educators and school media specialists, this resource guide identifies some of the major sources of information dealing with the use of microcomputers for instructional purposes in elementary and secondary education. It is also intended to serve as an ongoing guide to the location

of up-to-date microcomputer information for educators interested in keeping abreast of the field. A brief evaluative description is provided for each of the resources, which are presented in 22 major categories: associations, resource centers, and user groups; information clearinghouses; bibliographies; introductory guides to educational computing; resource guides; directories; indexes and abstracts; periodicals; databases; dictionaries and encyclopedias; yearbooks; conference proceedings; biographical sources; statistical sources/government documents; hardware information resources; software/courseware resources; textbooks; popular and notable books in the field; evaluative articles -- the state-of-the-art"; sources of book reviews; nonprint materials; and book publishers. Fifteen references are listed, and additional information for each of the resources listed is provided in the bibliography of books, articles, periodicals, and associations which concludes the guide. (BBM)

ED 246 919 IR 050 804
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1983. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1983.
ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-81-0003
Note—52p.; For related document, see ED 237 098.
Pub Type — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, Resource Materials, *State of the Art Reviews
Identifiers—Educational Information, *ERIC
A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 117 publications produced by the 16 ERIC Clearinghouses in 1983. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1983) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided. (DMC)

JC

ED 233 780 JC 830 430
King, Maxwell. Fersh, Seymour
International Education and the U.S. Community College: From Optional to Integral. Junior College Resource Review, Spring 1983.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Note—6p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Consortia, *Foreign Students, *Global Approach, *International Education, International Educational Exchange, *Multicultural Education, Two Year Colleges, Two Year College Students
Citing recent literature and programs, this resource review considers the factors contributing to the increased emphasis on international education in the community colleges, highlights some of the programs and cooperative efforts advancing international education, and provides a list of the resources and organizations available to help community colleges implement international education. After stressing the importance of international education for the well-being of the world community, the review provides information on the growth of foreign student enrollments in two-year colleges, the increasing importance of foreign tourists and trade to the U.S. economy, and the implications of technical assistance and educational exchange programs for community colleges. Following statements from the leadership of the American Association of Community and Junior Colleges (AACJC) concerning international education, a number of national and regional consortia devoted to international education are discussed. Next, selected publications examining the status and development of international education are cited, and the information resources of the AACJC and the ERIC Clearinghouse for Junior Colleges are recommended. Concluding comments urge community colleges to provide leadership in international education. A bibliography, lists of the addresses of 10 international education consortia and of other organizations and agencies providing assistance and information, and an annotated resources list are included. (AYC)

ED 235 865 JC 830 493
Thurston, Alice S., Ed. Robbins, William A., Ed.
Counseling: A Crucial Function for the 1980s. New Directions for Community Colleges, Number 43.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-941-2
Pub Date—Sep 83
Contract—400-78-0038
Note—144p.
Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
Journal Cit—New Directions for Community Colleges; v11 n3 Sep 1983
Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Advising, *Community Colleges, *Counseling Objectives, *Counselor Role, *Counselors, *Educational Counseling, Futures (of Society), Multicampus Districts, Student Development, Two Year Colleges, Two Year College Students
This collection of articles focuses on the current status and future of counseling in the community college. The volume contains the following chapters: (1) "Counseling for Today's Community College Students," by William A. Robbins, which focuses on the characteristics of developmental counseling and the crises it faces in community colleges; (2) "Primary Roles for Community College Counselors," by Jane E. Matson, which deals with both operational and relationship roles; (3) "Special Roles with Special Students," by William Moore, Jr., which argues that the community college student population is dominated by groups generally termed "special"; (4) "Team Roles for Counselors: Creating Synergism," by Charles R. Dassance and Jacquelyn B. Tulloch, which provides a rationale for the involvement of non-counseling personnel in student development; (5) "Advisement and Counseling Challenges Facing Community College Educators: The Miami-Dade Experience," by Richard B. Schinoff; (6) "Counseling in a Multi-College System: The Los Amigos Experience," by Alice S. Thurston, which reviews survey findings regarding counseling practices; (7) "Preparing and Nurturing Professional Counselors," by Don G. Creamer, which advocates special training for community college counselors; (8) "Organizational Alternatives for the Future of Student Development, by Robert B. Young, which presents community-based and human resources development models for organizational change; (9) "The Decade Ahead for Community College Counseling," by Alice S. Thurston, which urges counselors to determine their basic priorities in order to preserve the counseling function; and (10) "Counseling and Academic Advisement," by Jim Palmer, which provides an annotated bibliography of relevant ERIC materials. (LAL)

ED 238 477 JC 840 002
Myran, Gunder A., Ed.
Strategic Management in the Community College. New Directions for Community Colleges, Number 44.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-942-0
Pub Date—Dec 83
Contract—400-83-0030
Note—129p.
Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
Journal Cit—New Directions for Community Colleges; v11 n4 1984
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Administration, *College Planning, Community Colleges, *Educational Finance, Governance, *Organizational Climate, *Organizational Development, Program Development, Resource Allocation, *School Community Relationship, Staff Development, Two Year Colleges
Identifiers—*Strategic Management
Articles in this sourcebook discuss six strategic areas of community college management: external relations, internal communication and working relationships, financial resources development and allocation, program and service development, staff development, and strategic planning. First, "Strategic Management in the Community College," by Gunder A. Myran defines the concept and demonstrates the need for the approach in the two-year college. Next, James Gollattscheck examines "Strategic Elements of External Relationships," asserting that positive relations with the community, region, and state are key in determining a college's future. "The Strategy of Internal Communications and Working Relationships," by Dennis Bila, focuses on various administration-faculty structures and the options available for a shared governance model. "Strategic Planning," by Warren Groff, focuses on external assessment, internal audit, and goal setting as essential planning components. The interrelationships between institutional goals and financial resources are discussed in Albert Lorenzo's article, "Strategic Elements of Financial Management." In "The Critical Link: From Plans to Programs," George A. Baker and Kay M. Moore discuss strategic elements in program and service development. Next, Nancy Armes and Terry O'Banion examine "The Role of the Chief Executive Officer in Strategic Staff Development." Finally, Jim Palmer provides an annotated bibliography of relevant ERIC documents. (Author/LAL)

ED 243 553 JC 840 232
Martorana, S. V., Ed. Piland, William E., Ed.
Designing Programs for Community Groups. New Directions for Community Colleges, Number 45.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-987-0
Pub Date—Mar 84
Contract—400-83-0030
Note—114p.
Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).
Journal Cit—New Directions for Community Colleges; v12 n1 1984
Pub Type — Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Characteristics, *Community Colleges, *Community Organizations, *Community Services, *Cooperative Programs, Curriculum Development, Program Development, *School Community Relationship, Two Year Colleges
This collection of articles addresses the role of community colleges in serving the specialized interests of organized community groups. After introductory comments on the topic, Seymour Eskow discusses how societal changes necessitate a reexamination of the role of the community college and an increased orientation to community organizations. Next, Lynn H. Willett presents a model utilizing a six-phase process to facilitate college/community collaboration. John Hyland's

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discussion of communities as centers of organized racial, ethnic, religious, social, and cultural groups is followed by Joseph A. Borgen and William B. Shade's presentation of a case study of the involvement of communities in Terre Haute, Indiana, in human resource and economic development. Next, Edward D. Goldberg discusses the relationship between federal and state interests and local community interests, and presents a four-step process which can be used by local decision makers in mobilizing institutional resources. Dan E. Moore presents results from a statewide needs assessment conducted to determine adult education priorities in Pennsylvania, and considers the value of these findings for educators working at the local level. S. V. Martorana and William E. Piland pose three basic questions that community colleges must confront if they are to tackle the mission of serving organized community groups. Finally, Jim Palmer presents a review of the literature on community and college relations. (HB)

ED 245 773 JC 840 395
Alfred, Richard L., Ed. And Others
Emerging Roles for Community College Leaders. New Directions for Community Colleges, Number 46.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-988-9
Pub Date—Jun 84
Contract—400-83-0030
Note—129p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($8.95).
Journal Cit—New Directions for Community Colleges; v12 n2 1984
Pub Type—Reports - Descriptive (141)—Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Education, *Administrator Role, *College Administration, *College Presidents, *Community Colleges, *Educational Change, *Leadership, Two Year Colleges
This collection of essays describes changes in the environment of leadership for community colleges and considers methods for identifying and developing future leaders. The first section contains articles describing the current context for leadership, including "Maximizing Institutional Responsiveness to Changing Environmental Conditions," by Richard L. Alfred; "Management Challenges, Principles, and Strategies for the 1980's," by Richard C. Richardson, Jr.; and "Meeting the Challenges with New Leadership Development Programs," by Paul A. Elsner. The second section focuses on the provision of effective leadership in an era of transition, presenting "Dimensions of Change Confronting Institutional Leaders," by Robert H. McCabe; "Leadership and Community Change," by Joshua L. Smith; "New Relationships with Government, Business, and Industry," by John M. Terrey; and "Leadership and Technological Innovation," by Ronald W. Bush and W. Clark Ames. The final section addresses the theme of developing community college leaders for tomorrow in the essays "Defining and Locating Effective Leaders," by Margaret MacTavish; "Tapping Neglected Leadership Sources," by Judith S. Eaton; "Developing Leaders through Graduate Education," by Thomas W. Fryer, Jr.; and "Building Leadership Expertise through On-the-Job Experience," by R. Jan LeCroy. Finally, Jim Palmer reviews ERIC literature dealing with the community college presidency. (AYC)

ED 246 976 JC 840 449
Atwell, Charles A. Sullins, W. Robert
Curricular Comprehensiveness in Small Rural Community Colleges. "Horizons Issues" Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C.; Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0038
Note—78p.
Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036 ($5.00).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Curriculum, *Community Colleges, Curriculum Research, Educational Finance, *Financial Support, National Surveys, Rural Education, *Rural Schools, School Size, *Small Colleges, Transfer Programs, Two Year Colleges, Vocational Education
A nationwide study was conducted to assess the degree of curricular comprehensiveness in small rural community colleges and to identify funding mechanisms and strategies that affect comprehensiveness. Data were collected on transfer and occupational-technical offerings from 160 public two-year colleges that enrolled fewer than 2,500 headcount students, identified themselves as rural, and offered associate degrees in both transfer and occupational programs. An index of comprehensiveness was constructed to measure both the breadth and depth of curricular offerings in transfer and occupational programs. Study findings included the following: (1) with the exception of professional work in architecture, engineering, and agriculture, the majority of the small rural colleges offered a wide variety of transfer programs, courses, and course sequences; (2) larger community colleges were able to offer more diverse transfer programs than their smaller counterparts; (3) differences among institutional types in occupational-technical programs were much more pronounced, with curricular comprehensiveness increasing with size; (4) there was a wide range of program diversity among institutions of similar size and setting; (5) small rural community colleges received special considerations from funding agencies; and (6) a number of instructional practices, curricular designs, cooperative ventures, and staffing plans were identified as means of offering additional courses. Recommendations and information on calculating the transfer and occupational indices are included. (LAL)

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ED 238 533 PS 013 908
Fogel, Alan
The Role of Adults in Infant Development: Implications for Early Childhood Educators.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—53p.; To be published as a chapter in: Katz, Lilian G., Ed. Current Topics in Early Childhood Education, Volume VI. Norwood, NJ: Ablex Publishing Corporation, 1985 (est.).
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attachment Behavior, *Child Caregivers, Cognitive Development, *Day Care Centers, Early Childhood Education, Early Experience, Environmental Influences, High Risk Persons, *Infants, *Parent Child Relationship, Peer Relationship, Research Needs, Self Control, Social Development, *Teacher Role
Identifiers—*Social Interaction
Presented in this paper are a selective review and summary of recent research findings concerning the adult's role in infant development. After an introduction setting forth assumptions guiding the selection of issues and findings, the first section discusses research on parent/infant interaction. Some of the classic concepts of infant development, such as bonding and fear of strangers, are critically examined. Also discussed in the first section are the early relationship between parents and their infant, early forms of self-regulation, interaction at a distance, the beginnings of infant initiative, coping with an expanding awareness and new emotions, and the beginnings of self-assertion. The second section examines the role of nonfamilial caregivers, specifically in relation to group care contexts and their impact on the infant and on the parent-infant relationship. Specific attention is given to the effects of day care on cognitive development and the role of other children in group care settings. The third section considers issues related to lasting effects of the infant's early experience with adults. Discussion focuses on infants at risk, effects of the physical environment, and the need for improved research. Finally, several conclusions based on the reviewed findings are offered. (RH)

ED 247 027 PS 014 558
Shinman, Sheila M.
Trends in Early Childhood Education in the United Kingdom.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—64p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.). Ablex Publishing Corporation, Norwood, NJ.; Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Child Caregivers, Day Care, *Early Childhood Education, *Educational Needs, *Educational Trends, Foreign Countries, Literature Reviews, Nursery Schools, *Research and Development
Identifiers—Playgroups, *United Kingdom
An overview is provided in this discussion of major developments in preschool education in the United Kingdom from 1973 to 1983. The first section offers general observations and covers major trends: rapid social change, the low priority accorded to preschooling, diversity as a key feature of early childhood education, children with special needs, day care, and part-time provision. The second section reviews recent research and development initiatives, discussion focuses on research conducted in institutional and home settings. Institutional research reviewed centers on (1) play in nursery school, playgroup, and day nursery; (2) an ecological perspective on children's play and behavior; (3) the adult role in language development; (4) the impact of organization and structure on the quality of care; (5) transition and continuity in early childhood education; and (6) parental involvement. Research reviewed on home-based services and support covers (1) childminding (home day care); (2) educational home visiting; and (3) community-based support and preparation for parenthood. The third section summarizes the review of research, and the fourth section points out implications for educators. It is concluded that considerable progress has been made in understanding the needs of families with young children and in responding effectively to those needs. (RH)

ED 247 028 PS 014 559
Bhavnagri, Navaz
Mother-Infant Interactions in Various Cultural Settings.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—57p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.). Ablex Publishing Corporation, Norwood, NJ.; Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Rearing, *Cultural Background, *Cultural Context, Cultural Differences, *Cultural Influences, Foreign Countries, Global Approach, Infants, Mothers, *Parent Child Relationship, Research Needs, Theories, Young Children
Identifiers—Botswana, Breastfeeding, Japan, Kenya, Latin America, South Pacific, Uganda, Zambia
Focusing mainly on mother/infant interactions in non-Western cultures, this review of literature in the area of comparative child development covers theoretical perspectives, empirical research, and issues and trends. Infancy is defined as the period from birth to 3 years of age to provide the broadest possible coverage. Theoretical perspectives discussed include ethology, population psychology, culture and personality, cross cultural psychology, and biosocial psychology. The review is organized in terms of geographical location; studies discussed were conducted in Kenya, Uganda, Zambia, Botswana, Japan, the South Pacific, and Latin America. Findings of the research reviewed are summarized under three headings: household structures and composition, feeding practices, and mothers' attitudes and beliefs. Recommendations for further research are offered. (RH)

ED 247 029 PS 014 560
Jones, Elizabeth
Perspectives on Teacher Education: Some Relations between Theory and Practice.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—36p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, N.; Lilian G. Katz, Editor.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, *Early Childhood Education, *Educational Practices, *Educational Strategies, Educational Theories, Emotional Development, Higher Education, *Individual Development, Social Development, *Teacher Education, *Workshops
Illustrated with examples drawn from the experience of one teacher educator, ways of providing prospective teachers at the college level with active learning experiences based on developmental principles are discussed. The discussion draws parallels between three approaches in early childhood education and these same approaches to teacher education. Specifically examined are behavioristic-learning, cognitive-developmental, and developmental-interactionist approaches. Core features of each approach are identified, differences between approaches are indicated, and the implications of each approach for educational practice and the individual development of teachers are pointed out. The behavioristic-learning theory approach is viewed as the basis of traditional approaches to teacher education and is, therefore, only briefly discussed. Emphasis is given to the cognitive-developmental and the developmental-interactionist approaches, which differ mainly in that the latter includes the dimensions of affective and social development. Much discussion of the two developmental approaches focuses on strategies for establishing learning situations that promote individual growth. Particular attention is given to workshops, which encourage increased involvement, and to teacher-made worksheets, which enable students to work independently. Subsequent to a discussion of affective dimensions of workshop experiences, concluding remarks focus on risks involved in using the developmental approaches and on grounds for preferring developmental approaches in early childhood teacher education. (RH)

ED 247 030 PS 014 561
Oertel, Frithjof M.
Preschool Social Education Curricula in West Germany: The Situation-Oriented Approach.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—61p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, *Curriculum Development, *Curriculum Evaluation, *Educational Change, Federal Programs, Foreign Countries, *Kindergarten, Politics of Education, *Preschool Education, *Socialization, Social Sciences, Validated Programs
Identifiers—Critical Analysis, *West Germany
Described in this document are three stages in the emergence and acceptance in West Germany of the situation-oriented approach to education for "kindergarten" children (ages 3 to 6 years). In brief, this approach stresses learning in real-life situations within the community and values the contributions of children, families, and communities. Specifically discussed are three variants of the approach: the situation approach, the situative approach, and the situation-oriented approach. Respectively, variant approaches emphasize the social sciences; the socialization process; and the integration of socialization, situation, and social sciences. Criticisms of these variants are reviewed, and arguments for the priority of social education in early childhood are offered. It is concluded that (1) the situation-oriented approach and its instructional materials have legitimized preschool education as an academic field and have given it an educational perspective in its own right; (2) research has validated the approach, and criticisms resulting from economic crisis and political conservatism therefore carry little weight; and (3) materials associated with the approach are ready for use in any developed country, and associated methodology may be used for curriculum development throughout the world. An appended chart lists characteristics of each of the variants of the approach. (RH)

ED 247 031 PS 014 562
Simons, J. A. Simons, F. A.
Montessori and Regular Preschools: A Comparison.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—52p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, Course Content, *Educational Objectives, Foreign Countries, Learning Activities, *Preschool Curriculum, *Preschool Education, *Teacher Education, *Teaching Methods
Identifiers—Australia (New South Wales), *Montessori Method, *Montessori Preschools
This comparison is based on the authors' selective review of literature, observations of Montessori preschools in America and Australia, and experience in early childhood teacher education in Australia. The discussion explores general educational objectives, curricula, children's activities, instructional approaches, and teacher role in preschools implementing Montessorian and eclectic (or "regular") approaches. The preparation of early childhood teachers for Montessori and regular preschools is also compared and discussed in relation to advances in knowledge of child development and modern educational theory and practice. Recent research comparing educational outcomes of Montessori and regular preschool education is cited. The discussion concludes with an evaluation of the relevance and usefulness of the Montessori approach within the fields of preschool education and teacher education today. (RH)

ED 247 032 PS 014 563
Becher, Rhoda McShane
Parent Involvement: A Review of Research and Principles of Successful Practice.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—71p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, Cognitive Development, Elementary Secondary Education, Family Influence, Literature Reviews, Parent Attitudes, *Parent Education, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Program Effectiveness
Presenting a review of research on parent involvement, this document is intended to serve as a basis for developing policies, programs, and practices in parent involvement programs. Specifically, the review concerns (1) the role of parents, family, and home in determining children's intelligence, competence, and achievement; (2) the effects of parent education programs on children's cognitive development and school achievement and the characteristics of effective parent education programs; (3) parental practices that promote reading readiness and receptivity to reading instruction and intervention efforts to enhance these effects; and (4) the effects of parent involvement in child care and education programs, the means for bringing about such involvement, and the means for improving parent-/teacher relationships and communication. Attention is also given to research regarding the attitudes of parents, teachers, and administrators toward parent involvement and to the problems encountered in parent involvement efforts. In addition, a set of basic principles characterizing successful parent involvement programs is offered as a guideline for program development. In conclusion, some cautions and concerns for consideration in developing policies, programs, and practices in parent involvement are discussed. Extensive references are included. (Author/BJD)

ED 247 033 PS 014 564
Plummer, Diane L. And Others
The Academic and Social Consequences of Grade Retention: A Convergent Analysis.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—52p.; To be published as a chapter in "Current Topics in Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Elementary Education, *Grade Repetition, Literature Reviews, *Peer Influence, *Research Needs, *Self Esteem, *Social Behavior
The subject of grade retention has generated substantial theoretical, empirical, and practical attention for almost a century. However, few conclusive statements regarding this widespread practice can be made, and the literature has generated mixed results. Reviews of the literature prompt many questions: Does retaining a child in grade increase subsequent academic performance? What are children's perceptions of retained peers? Do retained children have expectations different from those of their non-retained counterparts about performance, school, and teachers? and, Is children's self-esteem affected by grade retention? The first section of this discussion summarizes available data about effects of grade retention on children's academic performance. The second section presents information about the social behaviors of children who have been retained, including information on how perceptions of others can influence children's school performance and interaction with peers. The third section summarizes data regarding effects of grade retention on children's self-esteem. The fourth section offers suggestions for future research, concluding that grade retention can be beneficial if certain conditions are met. Such conditions concern selection for retention, time of implementation, assessment of academic progress, and emotional support. (RH)

ED 247 034 PS 014 565
Saracho, Olivia N. Spodek, Bernard
Cognitive Style and Children's Learning: Individual Variation in Cognitive Processes.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—33p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Cognitive Style, Elementary Education, *Elementary School Students, *Field Dependence Independence, Intelligence Quotient, *Learning, *Measures (Individuals), Preschool Children, Preschool Education, Research Needs, *Teaching Styles
Cognitive style is a psychological construct concerning the manner in which individuals differ from one another in intellectual functioning. Researchers in the area have amassed evidence suggesting that cognitive style affects the way students learn, the way teachers teach, and the way students and teach-

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ers interact. Focusing on cognitive style and children's learning, this paper (1) provides a brief overview of the field dependence/independence dimension of cognitive style; (2) defines that dimension; (3) describes the most popular instruments used to measure cognitive style; (4) discusses the advantages and disadvantages of cognitive flexibility; (5) identifies the relationship between cognitive style and intellectual functioning, including academic achievement; and (6) describes students' learning styles and teachers' teaching styles. Implications for future research and practice are pointed out. It is concluded that greater attention should be given to learners' cognitive styles in order to better match educational resources and the abilities of students to make use of those resources. (RH)

ED 247 035 PS 014 566
Schunk, Dale H.
Children's Social Comparison and Goal Setting in Achievement Contexts.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—44p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
Pub Type
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Competence, Difficulty Level, Elementary Education, Elementary School Students, Individual Development, *Performance Factors, Reference Groups, Research Needs, *Self Evaluation (Individuals), Sex Differences, *Student Motivation
Identifiers—*Goal Setting, Proximal Goal, *Social Comparison
The purpose of this paper is to examine the theories and research concerning social comparison and goal setting processes in education and to discuss implications for educational practice and future research. Social comparison and goal setting are important contextual influences on children's task motivation, self-evaluations of capability, and skillful performance in achievement settings. Both processes provide a performance standard against which children can compare their present performance level. Young children's social comparisons with peers focus on practical concerns, such as similarities and differences, equitable shares of rewards, and securing correct answers. The effects of goals depend upon specificity, proximity, and difficulty level. Proximal goals are especially influential with young children, but will not promote performance if there is no goal commitment. In general, the effects of both processes on motivation, self-evaluation, and skillful performance in achievement settings depends on children's developmental level as well as on process characteristics. Thus, it is important that individuals working with young children view these processes developmentally. Future research should explore the operation of the processes in classrooms to determine how they can be systematically employed to enhance children's task mastery and sense of personal competence. (RH)

ED 247 036 PS 014 567
Ross, Rhonda P.
What's Happening in Elementary School Classrooms? Research on Time Use, Classroom Operations, and Activity Management.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0021
Note—108p.; Supersedes ED 222 248.
Available from—Publications Office, ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog #197, $6.00).
Pub Type
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Attendance, Behavior Modification, *Classroom Environment, Classroom Techniques, *Educational Administration, *Educational Planning, Elementary Education, *Elementary Schools, Instructional Design, *Learning Activities, Literature Reviews, Student Behavior, Teacher Behavior, Teacher Role, *Time Factors (Learning), Time on Task
Identifiers—Recitation
A select portion of the educational management literature is reviewed in the three sections of this paper. The first section discusses literature concerning the amount of time students spend in school. Specific attention is given to the quantity of schooling, the allocation of school time, student engagement in academic tasks, and the relationship of these three variables to learning. The second section describes the kinds of activities elementary school teachers typically conduct in their classrooms. The literature reviewed focuses on the format of lessons (especially the recitation format), the relationship between activity format and behavior, characteristics of lesson formats, the signal system of lessons, pacing of lessons, the structure of the school day, and activity segments. The final section examines two of the major management issues faced by classroom teachers: the management of transitions between activities and the development and implementation of teaching plans. Subtopics discussed in the final section include reducing the length and chaos of transitions through advance preparation, establishment of clear boundaries, use of routines, movement management, and preactive planning. (RH)

RC

ED 242 470 RC 014 696
Killacky, Jim
Furthering Nonformal Adult Education in Rural America: The Rural Free University and Three Traditional Providers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—NIE-400-83-0023
Note—41p.
Available from—New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 ($7.50).
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Community Colleges, Community Services, Comparative Analysis, Delivery Systems, Educational Improvement, Educational Innovation, Evaluation Criteria, Experimental Colleges, Extension Education, Models, Needs Assessment, *Nonformal Education, Program Effectiveness, Program Evaluation, *Public Libraries, Relevance (Education), *Rural Education, Rural Extension, Rural Population, Rural Schools, Student College Relationship
Identifiers—*Cooperative Extension Service, Kansas, *Rural Free Universities
The monograph, written for persons and organizations at state and local levels who share concern about learning activities for adults in rural America, explores characteristics of three traditional providers of nonformal education (the Cooperative Extension Service, public libraries, and community service divisions of community colleges), assesses their responsiveness to rural adult needs, and notes benefits of rural free universities. Four criteria are used to assess responsiveness of these programs: active user engagement, pluralism, affirmation of rural values and culture, and a stable institutional base with access to learning resource tools. Evaluation indicates that the three traditional providers have strong institutional stability but do not effectively meet the other three criteria. The rural free university, based on the assumption that anyone can teach and anyone can learn, is assessed as being effective in the other three criteria, but with a weak institutional base. The rural free university model and its success in Kansas are described. Integration of the rural free university model into central operations of the Cooperative Extension Service, public libraries, and community service divisions in community college is suggested as being of great potential benefit to thousands of rural Americans, while greatly enhancing public perception and support for these institutions. (Author/MH)

ED 245 850 RC 014 780
Schell, Leo M. Burden, Paul R.
Before School Starts: A Handbook for New Elementary Rural/Small School Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—NIE-400-83-0023
Note—47p.
Available from—New Mexico Center for Rural Education, Dept 4N, Box 3 CRE, Las Cruces, NM 88003 ($7.25).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, Bulletin Boards, *Classroom Environment, Classroom Techniques, Community Resources, Discipline, Educational Facilities, Educational Policy, *Elementary Education, Family School Relationship, Instructional Materials, *Rural Schools, School Districts, School Policy, *Small Schools, *Teacher Orientation
Intended primarily for preservice and beginning teachers, this handbook can also be used by inservice teachers, school administrators, and college professors as an aid in helping new teachers meet the challenges of the opening days of the school year. The handbook begins with instructions for getting acquainted with available instructional resources; facilities, personnel, services; district and school rules, procedures, and policies; the children; the district; and the community's resources. Next, the handbook presents outlined guidance on the following topics: effective room arrangements, decorations, and materials; discipline, control, and management; routines and procedures; class lists; home-school communication; folders for substitute teachers; celebrations; and pupil identification methods. The handbook also includes instructions to new teachers about making plans and schedules and tentatively determining pupils' skill levels. The handbook concludes with bibliographies of articles and books about the first year of teaching (9 entries) and about classroom management and discipline (46 entries). (SB)

ED 245 851 RC 014 784
Hofmeister, Alan M.
Technological Tools for Rural Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—NIE-400-83-0023
Note—42p.; New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 ($7.50).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Computer Assisted Instruction, Computer Managed Instruction, *Computer Oriented Programs, Educational Innovation, *Educational Technology, Elementary Secondary Education, Instructional Innovation, *Microcomputers, *Rural Education, Rural Schools, *Small Schools, Technological Advancement, *Technological Literacy
Effective utilization of computer technology can help rural and small school administrators and teachers overcome problems of time, distance, sparsity in course offerings and support personnel, and unequal funding through facilitation of communication and through the potential to replicate quality instruction. Tools that have implications for rural education include computer managed instruction (CMI), computer assisted instruction (CAI), interactive videotex, noninteractive videotex, and interactive videodisc instruction. Development of CMI systems requires defining curriculum in terms of specific objectives, developing placement testing systems, implementing monitoring processes, and revising instructional programs on the basis of pupil achievement data. The adaptation potential of small business data-base-management programs to CMI academic applications offers access to powerful management programs at modest cost. The portability, cost, and flexibility of CAI using microcomputers may provide the means to offer an urban equivalent delivery system to rural students, but the diversity of alternatives in products and implementation practices requires well trained teachers to apply available technology. Universal excellence obtained through CAI still appears to be more vision than substance. Videotex technology, already a major vehicle for information flow between farmers and the public and private sectors, should be present in rural schools, if only for the vocational training involved. (NEC)

ED 247 042 RC 014 813
Tonemah, Stuart. Benally, Elaine Roanhorse, Comp.
Trends in American Indian Education: A Synthesis and Bibliography of Selected ERIC Resources.
Arizona State Univ., Tempe. Center for Indian Education.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—72p.
Available from—New Mexico Center for Rural Education, Dept 4N, Box 3CRE, Las Cruces, NM 88003 ($7.95).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Adult Education, American Indian Culture, *American Indian Education, Counseling, Curriculum Development, *Educational Trends, Elementary Secondary Education, Females, Higher Education, Information Sources, Program Effectiveness, Reference Materials, *Resource Materials, Student Development, Testing
Identifiers—*Current Index to Journals in Education, *Resources in Education
Approximately 200 resources which appeared in "Resources in Education" and "Current Index to Journals in Education" from January 1981 to June 1983 have been compiled into an annotated bibliography covering aspects of American Indian education including curriculum development, culture, counseling, student development, testing, achievement, adult education, Indian women, higher education, status of Indian education, and program effectiveness. The monograph presents background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education. The first bibliography section, arranged by ERIC accession number, contains approximately 150 abstracts of documents appearing in "Resources in Education" and citations that include author(s), title, sponsoring and/or originating agency, publication date, pagination, language, publication type, alternate sources of the document, and descriptor and identifier terms. These documents are available for reading at over 750 ERIC microfiche collections nationwide and/or may be obtained in microfiche or paper copy by using the attached order form. The second section contains over 50 citations and annotations of journal articles announced in "Current Index to Journals in Education". Entries in this section can be found in the periodicals cited. The final section consists of a subject index for all citations. (Author/NEC)

SE

ED 235 001 SE 043 167
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, Number 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Note—73p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v16 n3 Sum 1983
Pub Type—Reports - Research (143)—Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Students, *Cognitive Processes, Cognitive Style, Computers, Educational Research, Elementary Secondary Education, Higher Education, Mathematics Anxiety, *Mathematics Education, *Mathematics Instruction, Motivation, Multiplication, Preservice Teacher Education, *Problem Solving, *Teaching Methods, Tutoring
Identifiers—Basic Facts (Mathematics), *Mathematics Education Research, Mental Computation
An editorial comment on the computer and the mathematics educator is included first. Then, abstracts and comments are presented for 11 articles. Studies included focus on mental addition, problem solving by sixth graders, mathematics anxiety, tutoring, direct instruction, a bilingual program, thinking strategies for multiplication basic facts, teacher education, cognitive style, problem solving at the college level, and motivating study in college mathematics. Research reported between January 1983 and March 1983 is also listed. (MNS)

ED 235 008 SE 043 177
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, Number 4–Fall 1983.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Note—73p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $8.00, $2.75 single copy).
Pub Type—Reports - Research (143)—Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Processes, Concept Formation, Cross Cultural Studies, Educational Research, Elementary Secondary Education, High Achievement, Higher Education, Low Achievement, *Mathematics Education, *Mathematics Instruction, Peer Teaching, Problem Solving, *Sex Differences, Subtraction, *Teacher Behavior, Tutoring
Identifiers—*Mathematics Education Research, Place Value (Mathematics)
This issue contains abstracts and critical comments of 10 articles. Studies included focus on sex differences in mathematical learning, intuitive functional concepts, multiple embodiments of place value concepts, instructional activities of high and low achievers, effective management at the beginning of the school year, cross-age peer tutoring, problem solving, cross-national comparisons, and subtraction. Research reported in RIE and CIJE between April 1983 and June 1983 is also listed. (MNS)

ED 237 369 SE 043 663
Blosser, Patricia E., Ed. Mayer, Victor J., Ed.
Investigations in Science Education. Volume 9, Number 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Note—81p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).
Journal Cit—Investigations in Science Education; v9 n4 1983
Pub Type—Collected Works - Serials (022)—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Classroom Environment, Cognitive Style, Concept Formation, Elementary School Science, Elementary Secondary Education, Higher Education, Individualized Instruction, *Learning, Preservice Teacher Education, *Science Course Improvement Projects, *Science Curriculum, Science Education, *Science Instruction, Secondary School Science, *Teaching Methods, Zoos
Identifiers—Israel, *Science Education Research
Presented are abstracts and abstractors' analyses of 10 studies related to science instruction and 3 studies related to science curriculum. Analyses in the first section (instruction) are on studies of: the influence of instructional structure and focus of control on achievement; effects of individualized audio-tutorial and frontal classroom-laboratory instructional methods on grade distribution; the relationship of teacher reinforcement and student inquiry behavior; an instrument designed to be used to obtain description about instructional methods and materials in a science laboratory; cognitive preferences of students related to a curriculum; classroom learning environment; students' difficulties in learning basic Mendelian genetics; pictorial presentation related to concept acquisition; evaluation of use of a zoo fieldtrip as an instructional method; and individualized instruction. Analyses in the second section (curriculum) are on: the aims of science laboratory courses; a longitudinal study of 5 years of Intermediate Science Curriculum Study (ISCS); and the influence of the use of the Biological Sciences Curriculum Study (BSCS) Elementary School Science Program on students' listening skills. Responses by three authors to analyses of their studies are included. (JN)

ED 241 279 SE 043 929
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 17, Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Note—72p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v17 n1 Win 1984
Pub Type—Collected Works - Serials (022)—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algebra, Area, *Calculators, *Cognitive Processes, Computation, Educational Research, Elementary Secondary Education, *Error Patterns, Geometric Concepts, Higher Education, Induction, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Problem Solving, Ratios (Mathematics), Student Attitudes, Student Teacher Relationship, *Teaching Methods
Identifiers—*Mathematics Education Research, Rule Learning
This issue contains abstracts and critical comments on 11 articles, plus an editorial comment entitled "A Teacher Shortage?" Studies included concern solution processes on addition and subtraction examples; numerical rule induction; individual differences in performance on manipulative, pictorial, and symbolic tasks; the effect of a calculator curriculum; proportionality rules in judgments of area; van Hiele levels of geometric thought; interaction patterns and attitudes; word problems with ratios; incremental development in algebra; instruction with two types of calculators; and errors in translation from sentence to equation. Research studies reported in "Resources in Education" from July to September 1983 are listed. (MNS)

ED 241 302 SE 043 995
Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (57th, New Orleans, Louisiana, April 28-30, 1984).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—31 Dec 83
Contract—400-78-0004
Note—158p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Rd., Room 310, Columbus, OH 43212 ($5.50).
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Development, Cognitive Processes, Curriculum Development, Elementary Secondary Education, Higher Education, Microcomputers, Process Education, Research Methodology, Science Curriculum, *Science Education, *Science Instruction, *Student Characteristics, Teacher Characteristics, *Teacher Education
Identifiers—*Science Education Research
Abstracts of most of the papers presented at the 57th Annual Meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. Papers focus on such areas as cognitive structure, development of

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scientific literacy in secondary schools, science teaching as a career, improving science teaching, factors influencing attitudes toward science, teacher characteristics and student performance, intellectual development, concept learning, factors influencing achievement, test construction, science instruction, learning science in out-of-school settings, changing and assessing teacher attitudes, and research methods. Other papers focus on areas dealing with learning in chemistry, science teaching in higher education, microcomputers in the classroom, science curriculum development, cognitive teacher behavior, applying teacher effectiveness findings to preservice and inservice teacher eduation, inservice teacher education, science process skills, cognitive development and science achievement, secondary analysis results from the 1981-82 National Assessment in Science, spatial learning, problem solving, attitudes toward science, science learning in the elementary school, science for gifted and talented students, and misunderstanding of science concepts. (JN)

ED 241 349 SE 044 282

Suydam, Marilyn N.

Research on Mathematics Education Reported in 1983.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-78-0004

Note—95p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (Contact publisher for price).

Journal Cit—Journal for Research in Mathematics Education; v15 n4 Jul 1984

Pub Type — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Periodicals

Identifiers—*Mathematics Education Research

This is the fourteenth annual listing of research on mathematics education prepared for the Journal for Research in Mathematics Education. References are organized alphabetically by author within three categories: research summaries, articles, and dissertations. Included are 37 summaries, 247 articles, and 300 dissertations. Studies focused on mathematics education are annotated, whereas studies in which mathematics education was not the primary focus are usually not annotated. Annotations generally indicate one principal finding of a study, although most studies have additional findings. Journals searched and the number of articles located in each are listed. Also provided is an index to aid in locating references to designated mathematical topics: achievement, algebra, arithmetic operations, attitudes and anxiety, calculators and computers, cognitive style, diagnosis and remediation, ethnic and social variables, geometry and measurement, learning, learning disabilities, materials, number and numeration, organizing for instruction, problem solving, sequencing, sex differences, and test analysis. Grade or age level is noted for each entry. (MNS)

ED 241 350 SE 044 283

Olstad, Roger G. Haury, David L.

A Summary of Research in Science Education - 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-78-0004

Note—161p.

Available from—John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).

Pub Type — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Development, Elementary Secondary Education, Higher Education, Instructional Materials, Research Methodology, *Science Curriculum, *Science Education, *Science Instruction, Science Programs, *Student Characteristics, *Teacher Characteristics, *Teacher Education, Teaching Methods

Identifiers—*Science Education Research

The review of science education research for 1982 includes analyses of 455 studies reported in dissertation abstracts, journal articles, research papers, and papers presented at conferences. The organization of the review is topical. Topic areas include: (1) student characteristics and behavior (cognitive development, conceptual understanding, problem-solving behavior, attitudes, personal attributes, targeted audiences); (2) teacher characteristics and behavior (knowledge, beliefs, and attitudes, self-perceptions, classroom and professional behavior); (3) instructional strategies and environment (instructional systems, problem-solving instruction, experiential learning, laboratory experiences, demonstrations, organizational aids to learning, emphasis on language arts during science instruction, teaching style and techniques, classroom social environment); (4) instructional materials and technology (microcomputers, textbooks, visual media); (5) curricula and programs in elementary, middle, and high school science, postsecondary education, and marine education; (6) preservice and inservice teacher education; (7) research and evaluation practices (quantitative and qualitative methodology, testing, instrumentation, and theoretical considerations); and (8) science education policy and practice. This final section reviews program status, course content, goals, guidelines, and practices; and needs and priorities for research. (JN)

ED 243 704 SE 044 475

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education. Volume 17, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—73p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v17 n2 Spr 1984

Pub Type— Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Addition, Cognitive Style, Computation, Editorials, Educational Games, Educational Research, Enrollment, Fractions, Logical Thinking, Mathematical Vocabulary, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Multiplication, *Number Concepts, Periodicals, Problem Solving, Ratios (Mathematics), Sex Differences, Student Attitudes, *Teaching Methods

Identifiers—*Mathematics Education Research

An editorial and abstracts for 12 research reports are contained in this issue. The editorial by Robert E. Reys focuses on the dangers of publishing poor research. The abstracts, each with a critique, concern research on a game for logical reasoning, wait-time and sex differences, vocabulary instruction on ratio and proportion, male-female enrollment across mathematics tracts, multiplication, partitioning, cognitive style, teacher use of materials, counting strategies in addition, attitudes of precalculus college students, question placement in word problems, and preservice teachers' concept of zero. Research studies reported in RIE and CIJE for October through December 1983 are also listed. (MNS)

ED 245 941 SE 044 675

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 10, Number 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—74p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n1 1984

Pub Type — Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Calculators, Cognitive Development, Elementary Secondary Education, Environmental Education, Higher Education, Mathematics Education, *Mathematics Instruction, Preservice Teacher Education, Process Education, Science Education, *Science Instruction, *Student Attitudes, Teacher Behavior, *Teaching Methods, Urban Education

Identifiers—*Mathematics Education Research, *Science Education Research

Presented are abstracts and abstractors' analyses of seven studies related to science instruction and mathematics and three studies related to achievement. Analyses in the area of instruction are on studies of: teacher interventions in elementary science laboratory groups; variables accounting for success in an undergraduate science education course; the extended discretion approach to high school biology investigations; diagnostic-prescriptive teaching; the effects of the use of hand-held calculators; the effects of process instruction on problem identification skills; and the effects of Piagetian level on solving proportionality problems. Analyses related to achievement are on studies of: the prediction of achievement and success in an audiotutorial (AT) biology program; the effects of the components of logical reasoning on physics achievement; and differences in achievement of inner city students. Responses by two authors to analyses of their studies are included. (JN)

ED 245 942 SE 044 676

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

Investigations in Science Education. Volume 10, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—75p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n2 1984

Pub Type — Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Computer Assisted Testing, Elementary Secondary Education, Environmental Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Questioning Techniques, Science Education, *Science Instruction, Science Tests, *Teacher Attitudes, *Teacher Behavior, Time Factors (Learning)

Identifiers—*Science Education Research, *Wait Time

Presented are abstracts and abstractors' analyses of 10 studies related to one or more aspects of teacher education and 2 studies in a "miscellaneous" category. Analyses in the first section (teacher education) are on studies of: the use of wait-time and its effect on science achievement; teacher competencies; the influence of teacher behavior on student performance; affective predictors on preservice science teaching behavior; ideal teacher behavior perceptions of science students; the effectiveness of training methods in modifying questioning and wait time behaviors of Thai high school chemistry teachers; three methods of improving preservice science teachers' questioning knowledge and attitude toward questioning; the effectiveness of a basic science skills course for preservice elementary teachers; the development of a test to measure teachers' conceptions of the meaning of science; and teacher education majors compared to other majors relative to several variables in an attempt to promote positive attitudes toward science and science instruction. Analyses in the second section ("miscellaneous") are on studies of: the effects

of frequent multiple-choice testing with immediate computer feedback and the assessment of the universality of participation in pro-environmental behavior. (JN)

ED 247 080 SE 039 713
Helgeson, Stanley, Comp. And Others
Especially for Teachers: Selected Documents on the Teaching of Science 1966-1981.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 82
Contract—400-78-0004
Note—283p.; Portions of subject index may be marginally legible due to light print.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., Rm. 310, Columbus, OH 43212 ($10.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Biological Sciences, Curriculum Guides, *Elementary School Science, Elementary Secondary Education, Exceptional Persons, *Instructional Materials, Interdisciplinary Approach, Physical Sciences, *Resource Materials, *Science Activities, Science Careers, Science Education, Science Instruction, *Secondary School Science, Teacher Education, *Teaching Methods
Designed to supplement the day-to-day planning, teaching, and evaluation activities of science teachers at all educational levels, this compilation contains over 900 resumes of practitioner-oriented documents announced in "Resources in Education" (RIE) between 1966 and 1981. The resumes are presented under these headings: (1) elementary (biology/life science, careers, curriculum, earth/space/meteorology/oceanography, energy, multiple areas, physical sciences); (2) secondary (biology, careers, chemistry, earth/space/meteorology/oceanography, multidisciplinary, physics/physical science); (3) K-12 exceptional (including materials for handicapped and gifted students); and (4) various K-12 subjects. A list of documents by ED number, an author index, and a subject index (using terms from the "Thesaurus of ERIC Descriptors") are included. (JN)

ED 247 081 SE 043 688
Dissinger, John, Comp. Howe, Robert W., Comp.
Especially for Teachers: Selected Documents on the Teaching of Environmental Education 1966-1982.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 83
Contract—400-83-0011
Note—353p.; Document contains several pages of occasional light type.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., Rm. 310, Columbus, OH 43212 ($10.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Biological Sciences, Curriculum Guides, Ecology, Elementary Secondary Education, Energy, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, Learning Activities, Outdoor Activities, *Outdoor Education, Physical Sciences, *Resource Materials, Sociocultural Patterns, Teacher Education, *Teaching Methods
Designed to supplement the day-to-day planning, teaching, and evaluation activities of environmental education teachers at all educational levels, this compilation contains over 1000 resumes of practitioner-oriented documents announced in "Resources in Education" (RIE) between 1966 and 1982. The resumes are organized by educational level (elementary/middle, middle/secondary, secondary, elementary/middle/secondary) in each of four categories: (1) outdoor emphasis; (2) biophysical emphasis; (3) sociocultural emphasis; and (4) multidisciplinary. A list of documents by ED number, an author index, and a subject index (using terms from the "Thesaurus of ERIC Descriptors") are included. (JN)

ED 247 082 SE 044 677
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 17, Number 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Note—73p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v17 n3 Sum 1984
Pub Type — Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algebra, Book Reviews, Calculus, *Cognitive Processes, Concept Formation, Elementary Secondary Education, Higher Education, Homework, *Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, Problem Solving, Sex Differences, Spatial Ability, Student Attitudes, *Teaching Methods, Textbook Research, *Time on Task
Identifiers—*Mathematics Education Research
This issue of "Investigations in Mathematics Education" contains: (1) a review of E. Fischbein's book "The Intuitive Sources of Probabilistic Thinking in Children," (2) nine abstracts of research studies in mathematics education; (3) a list (by EJ number) of mathematics education research studies reported in the January to March 1984 issues of "Current Index to Journals in Education" (CIJE); and (4) a list (by ED number) of mathematics education research studies reported in the January to March 1984 issues of "Resources in Education" (RIE). The studies abstracted focus on: the influence of different styles of textbook use on instructional validity of standardized tests; directional effect in transformational tasks; a comparison of scaling and correlational analysis of perceptions of mathematics objectives; attitudinal differences between students in general mathematics and algebra classes; homework assignments, mathematical ability, and achievement in calculus; engaged student behavior within classroom activities during mathematics classes; the acquisition of addition and subtraction concepts in grades 1 through 3; an evaluation of a process-oriented instructional program in mathematical problem-solving in grades 5 and 7; and mathematics anxiety, instructional method, and achievement in a survey course in college mathematics. (JN)

SO

ED 233 924 SO 014 789
Saving Money on Printing and Reproduction. ERIC Fact Sheet No. 2.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Apr 81
Note—4p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Copyrights, *Cost Effectiveness, Cost Estimates, Photocomposition, *Printing, *Production Techniques, *Reprography, Unit Costs
Identifiers—Fact Sheets, *Offset Duplication, PF Project, Printing Presses
Presented in question-and-answer format, the fact sheet provides educators with general information on photocopying and offset printing processes and offers specific tips for saving money on printing and reproduction. The first section addresses the use of photocopying, describes instances when photocopying is most economic, and discusses limitations and disadvantages of the photocopying process. General guidelines for photocopying are offered, with attention given to planning the finished product, obtaining samples before proceeding, and attending to copyright laws. The second section of the paper addresses the cost-effectiveness and techniques used in offset printing. A description of two basic types of offset presses (web-fed and sheet-fed) is followed by an explanation of the jobs for which each press is best suited. Suggestions for choosing a good printer, minimizing offset printing costs, and obtaining accurate cost estimates are also offered. Suggestions for reducing printing costs are based on the generalization that the per-unit cost of photocopying remains the same regardless of the number of copies printed, while the per-unit cost of offset printing goes down as the number of copies goes up. The importance of matching the job to the most appropriate equipment and then designing the job to make the most efficient use of that equipment is the central theme throughout the paper. (LH)

ED 233 926 SO 014 791
Teaching about Global Issues. ERIC Fact Sheet No. 4.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Sep 81
Note—4p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Objectives, Elementary Secondary Education, Ethnocentrism, Futures (of Society), *Global Approach, *International Relations, Organizations (Groups), Resource Materials, Social Studies, World Problems
Identifiers—Fact Sheets, *Interdependence, PF Project
The fact sheet discusses the educator's role in helping students develop an appreciation for global issues affecting their lives and an understanding of the interrelationships binding our society to world regions and peoples. The first section makes a distinction between global education and international or cross-cultural studies. Possible topics for teaching units on global studies as well as educational objectives are presented. It is stressed that a schoolwide program is not likely to be successful unless it has the active support of the district and community. Global education is considered to be equally relevant for students of all academic, social, and economic levels. The second section lists 19 regional, national, and international global education oriented organizations which offer free brochures or catalogs. Eight books and articles published between 1977 and 1980 are listed. In addition to bibliographical information and the annotation, ERIC accession numbers are provided for these items. (LH)

ED 233 927 SO 014 792
McCormick, Regina
Using Data Bases in Social Studies. ERIC Fact Sheet No. 5.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Jun 82
Note—4p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Book Reviews, Catalogs, Computers, *Databases, Directories, Educational Technology, Encyclopedias, Government Publications, Indexes, *Information Retrieval, Information Seeking, Research Tools, *Search Strategies, *Social Sciences
Identifiers—Fact Sheets, PF Project
Over 20 data bases available to social science educators are listed and described in this fact sheet. The data bases provide a wide variety of topics including American and world history, statistics, economics, philosophy, and social and political science. Educationally oriented data bases provide information on such topics as educational media, exceptional children, and special education. Indexes of congressional records, listings of foundation grants, and indexes of journals, newspapers, book reviews, and dissertations are accessible through a variety of specialized data bases. Also available are data bases containing: "The Encyclopedia of Associations," the machine readable equivalent of the printed "Monthly Catalog of U.S. Government Publications," the "Foundation Directory," and the "U.S. Public School Directory." Descriptions, dates of coverage, and addresses for each data base are provided. (LH)

ED 233 928 SO 014 794
Little, Judith Warren Haley, Frances
Implementing Effective LRE Programs. ERIC Fact Sheet No. 8.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Pub Date—Dec 82
Note—4p.
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

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Descriptors—Community Resources, *Delinquency Prevention, *Educational Principles, Elementary Secondary Education, Group Discussion, *Instructional Design, Interpersonal Communication, Laws, *Legal Education, Peer Groups, Program Effectiveness, *Teaching Methods

Identifiers—Fact Sheets, PF Project

The importance of following prescribed principles in the implementation of an effective law-related education (LRE) program is emphasized. Based on research findings that law-related education is a delinquency-prevention technique, the fact sheet lists six prescriptions for providing effective law-related education programs: (1) the use of teaching strategies that foster true interaction and joint work among students; (2) the judicious selection and presentation of illustrative case materials; (3) the provision of a sufficient quantity of instruction; (4) adequate preparation and use of outside resource persons; (5) professional peer support for teachers; and (6) active involvement of building administrators in law-related education. The document concludes that while research may reveal other factors to be important, these six factors are critical in enabling teachers to provide LRE programs that are effective for delinquency-prevention. (LH)

ED 233 961 SO 014 994

Smith, Melinda R., Ed. And Others

Law in U.S. History: A Teacher Resource Manual, Revised.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; New Mexico Law Related Education Project, Albuquerque.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-89994-281-4

Pub Date—83

Contract—400-83-0012

Note—335p.; For a related document, see ED 227 017.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($18.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 PC14 Plus Postage.

Descriptors—Civil War (United States), Colonial History (United States), Constitutional Law, Industrialization, Learning Activities, *Legal Education, Modern History, Revolutionary War (United States), Secondary Education, *United States History

Identifiers—Supreme Court

Designed for integration into secondary U.S. history courses, the activities provide a format for the examination of law-related themes and issues. Themes explored include the conflict between individual and societal needs, the relationship of the individual to state and federal authority, individual rights, the shifting balance of power among the three branches of government, the influence of social and economic conditions on judicial decision making, and the U.S. constitution as an instrument of governance. The document is organized into four sections roughly corresponding to the chronological periods in most U.S. history courses: Colonial Period through Revolution, Growth of a New Nation, Civil War through Industrialization, and The Modern Era. Activities, which require critical thinking, reasoning, problem solving, and inquiry skills, include opinion polls/surveys, role plays, simulations, case studies, mock trials, appellate court simulations, adversary models, and learning stations. Many of the activities focus on landmark Supreme Court cases and modern cases to elucidate the meaning and judicial interpretation of the guarantees of the Bill of Rights. Topics include the Salem witch trials, lawful inspection, the Alien and Sedition Acts, the Dred Scott case, Plessy v. Ferguson, the impeachment of Andrew Johnson, the McCarthy era, and Watergate. Each activity includes an introduction, objectives, recommended grade level, time and materials needed, instructions, and masters for student handouts. (KC)

ED 233 967 SO 015 069

Abelson, Robert B., Ed.

Using Microcomputers in the Social Studies Classroom.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-89994-282-2

Pub Date—83

Contract—400-83-0012

Note—135p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.95, postage and handling, $2.00 book rate, $1.00 library rate).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01 PC06 Plus Postage.

Descriptors—Case Studies, *Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, Computer Programs, Educational Practices, Educational Trends, Elementary Secondary Education, Evaluation Criteria, Futures (of Society), *Microcomputers, Resource Materials, Simulation, Social Problems, *Social Studies, Videodisc Recordings

The purpose of this book is to help teachers feel at ease with microcomputers so that they will begin to think of computers as tools that they themselves might use. There are four chapters. The first chapter provides basic information to help a user understand the computer. Discussed are how the computer is put together and how it works. To help teachers generate ideas about how this new educational aid might be useful in terms of their own teaching objectives, the second chapter describes why and how other educators are using the computer. Chapter 3 is an introduction to software evaluation, i.e., how computer programs that are available for use in the classroom can be judged. Criteria are presented. It is suggested that teachers using computer-assisted instruction should have a feel for some of the broader issues related to computers in education, as well as practical knowledge. The purpose of the fourth chapter, which deals with social and educational issues and directions, is to provide a perspective about these broader issues and a context into which teachers might place their own activities. Most of the book's readings provide a bibliography of references and further resources. In addition, a list of resources available through the ERIC system is provided. (RM)

ED 240 010 SO 015 355

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources. Volume 9.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Department of Education, Washington, DC.

Report No—ISBN-0-89994-284-9

Pub Date—84

Contract—400-83-0012

Note—212p.; For a related document, see ED 224 763.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 PC09 Plus Postage.

Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, *Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1982 and 1983, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. The data book is organized into five main sections. The first section evaluates seven elementary school textbooks and learning packages and updates reviews of three texts revised in 1982 and 1983. The second section analyzes 33 secondary-level texts and textbook sets and updates reviews of 16 revised texts. Each analysis in the two sections provides an overview, a section on intended users, rationale and general objectives, content, teachers' procedures, and evaluative comments. The third section presents brief summaries of the purpose, intended user and uses, and content of 31 teacher resources, including books, journals, and newsletters. The fourth section describes 21 social studies guides or curricula available through the ERIC system. The final section, a reinstituted feature in the data book, lists new supplementary materials. Categorized by topic, the list includes title, publisher, date, grade level, type of material, price, and content focus. Indexes are provided for author/editor/developer, grade level, publisher, and subject area. The book concludes with a list of cited publishers' addresses. (LP)

ED 244 880 SO 015 680

Parker, Walter Jarolimek, John

Citizenship and the Critical Role of the Social Studies. NCSS Bulletin No. 72.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; National Council for the Social Studies, Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-89994-287-3

Pub Date—84

Contract—400-83-0012

Note—61p.

Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 or National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016 ($5.95 plus postage).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 PC03 Plus Postage.

Descriptors—*Advocacy, Basic Skills, Citizen Participation, *Citizenship Education, Democratic Values, Educational Responsibility, Educational Theories, Elementary Secondary Education, Experiential Learning, General Education, Politics of Education, School Community Relationship, Social Responsibility, *Social Studies, *Teacher Role

Designed as a tool to help social studies educators promote their discipline, this volume outlines the critical role of social studies in the K-12 curriculum and the part social studies educators must take in assuring that this role is understood and accepted by parents, school boards, and legislators. Material is divided into four chapters. Chapter 1 outlines the essential role that the social studies play in the general school curriculum by cultivating "democratic" citizens. Chapter 2 defines the special nature of a democratic citizen as one who participates in social, political, and economic processes. It is suggested that the development of such citizens through active, participatory learning experiences is one of the most potent contributions of a comprehensive social studies program. Examples of community-based and school-based social studies programs are provided. Chapter 3 reviews the research on political socialization that supports the claim that a strong social studies curriculum is needed in each of the 13 years of formal schooling. The final chapter outlines the role of the social studies teacher in advocating the social studies. Specific techniques for promoting social studies education by working with local media, promoting instruction of the Constitution, recognizing student achievement, building social studies networks, and promoting social studies to parents are discussed. (LP)

ED 245 970 SO 015 730

Hepburn, Mary A. Dahler, Alfred

Social Studies Dissertations, 1977-1982.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-89994-283-0

Pub Date—83

Contract—400-83-0012

Note—270p.; For dissertations published before 1977, see ED 164 361, ED 098 085, and ED 054 999.

Available from—SSEC, 855 Broadway, Boulder, CO 80302 ($14.95).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 PC11 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Citizenship Education, Classroom Environment, Comparative Education, *Doctoral Dissertations, Economics Education, *Educational Research, Elementary Secondary Education, Foreign Countries, Geography Instruction, Global Approach, Instructional Materials, Legal Education, School Organization, Social Science Research, *Social Sciences, *Social Studies, Teacher Char-

acteristics, Teacher Education, Teaching Methods, United States History, Values Education, World History

This summary of social studies/social science education doctoral dissertations provides a reference work of use to students, educators, researchers, and others interested in the topics, methods, outcomes, and patterns of recent graduate dissertations. Following an analytical introduction which describes the topics and problems most frequently addressed in the dissertations, summaries of 394 dissertations written between 1977 and 1982 are presented. The dissertations were selected from Dissertation Abstracts International (DAI) and classified into five categories: curriculum materials, teaching methods, school organization, curriculum organization, and school climate, teacher education and teacher characteristics, and studies of social studies in other countries. Each category includes the following subcategories: (1) social studies general subjects, (2) citizenship, law-related, and political education, (3) economics education, (4) geography and global studies, (5) behavioral sciences, ethnic, multicultural, and women's studies, (6) reading, and (7) values and moral education. In addition to the abstract, each entry includes author name, degree awarded, institution, dissertation title, descriptors indicating the main ideas of the study, and DAI order number. The document concludes with indices on topics, authors, authors' institutions, and instruments cited. (LH)

ED 247 190 SO 015 813

Turner, Mary Jane; Parisi, Lynn

Law in the Classroom: Activities and Resources, Revised.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ISBN-0-8994-297-0

Pub Date—84

Contract—400-83-0012

Note—405p.; For the first edition, see ED 179 468.

Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 ($24.95 plus postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Citizenship, *Citizenship Education, Community Involvement, Constitutional History, Consumer Education, Court Litigation, Criminal Law, Educational Games, Elementary Secondary Education, Field Trips, Justice, *Learning Activities, *Legal Education, Police Action, Resource Materials, Simulation, Social Problems, Social Studies

This K-12 handbook is designed for law and justice professionals who serve as resource persons and for classroom teachers working with resource persons. The book is arranged in four parts. The introduction provides an overview, explains the use of the handbook, presents background for the teacher on using community resources, and offers practical teaching tips for resource persons. Part 2 explains a variety of strategies designed to involve students actively in the learning process. Strategies include case studies, mock trials, moot courts, pro se courts, brainstorming, dilemmas, games, police activities, and field trips. Classroom procedures, instructions for implementation, and several law-related activities targeted for various grade levels are outlined for each strategy. Part 3 contains activities for specific law-related content areas. Activities focus on introducing students to law, individual rights, criminal law, civil law, and civil court procedure. The sections on individual law and civil law are subdivided into categories of freedom of speech, freedom of press, freedom of religion, search and seizure, family law, consumer law, property law, environmental law, and torts. The activities in parts 2 and 3 include 78 reproducible student handouts. Part 4 suggests additional resources, including state and national law-related education programs, multimedia resources, games and software, print materials, and ERIC resources. (LP)

SP

ED 237 455 SP 022 600

Smith, David C., Ed.

Essential Knowledge for Beginning Educators.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0022

Note—155p.; Papers presented at the Annual Meeting of the American Association of Colleges for Teacher Education (35th, February 22-25, 1983, Detroit, MI). For related documents, see ED 218 257 and SP 022 601-611.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($14.00).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Beginning Teachers, Classroom Research, Classroom Techniques, *Educational Improvement, *Educational Needs, Educational Planning, Educational Research, Educational Trends, Higher Education, *Preservice Teacher Education, Schools of Education, Student Evaluation, Teacher Attitudes, Teacher Education Curriculum, Teacher Education Programs, Teacher Educators, *Teacher Effectiveness, *Teaching Skills

Professional teacher educators recognize that the body of knowledge about teaching and learning is today more substantive, consistent, and authoritative than ever before. It should also be acknowledged, however, that too little of that knowledge is incorporated into the preservice education of teachers. This volume, containing 12 papers presented by eminent scholars at the February 1983 Annual Meeting of the American Association of Colleges for Teacher Education (AACTE) in Detroit, Michigan, represents some valuable current research into essential knowledge for beginning educators: that is, what educators must know to teach effectively. This book concentrates on research into generic components of preservice preparation programs. Those elements, as identified by the program committee of the AACTE meeting, include (1) instructional planning, (2) management of instruction, (3) management of student conduct, (4) context variables, (5) diagnosis and measurement, and (6) evaluation. In this volume, as at the meeting, two researchers address each area. Also included in this work is a summary paper prepared for the AACTE meeting by B. Othanel Smith and an introduction by Virginia Koehler. The introduction presents a perspective on the evolving state of the art of research dealing with teaching and learning. The summary paper presents a statement and offers clear direction for the improvement of teacher education. (JMK)

ED 246 021 SP 024 888

Egbert, Robert L., Ed.; Kluender, Mary M., Ed.

Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.; Nebraska Univ., Lincoln. Teachers Coll.

Report No—ISBN-0-89333-031-0

Pub Date—Mar 84

Contract—400-83-0022

Note—185p.; For individual papers, see SP 024 889-899.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($6.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Classroom Research, Classroom Techniques, Decision Making Skills, *Educational Research, Elementary Secondary Education, Inservice Teacher Education, Peer Teaching, Planning, Preservice Teacher Education, Program Development, *Research Utilization, *School Effectiveness, Student Teacher Relationship, *Teacher Effectiveness, Teacher Role, Teaching Models

Identifiers—*Research Practice Relationship

Although the research base on teaching, learning, and effective schools has expanded, the results of that research have been implemented only to a limited degree, either in the classroom or in the training of teachers. One of the accusations that have frequently been made against teacher education is that it does not use a theoretical, research-based body of knowledge in its training programs, thus perpetuating the practice of teaching as a craft rather than as a profession. In June 1983, the 15 Nebraska institutions of higher education with teacher education programs formed the Nebraska Consortium for the Improvement of Teacher Education, with the goal of improving teacher education by facilitating the introduction of research findings into their programs. As a first major activity, the Consortium decided to hold a workshop on the utilization of research on teaching and learning in teacher education programs. The University of Nebraska-Lincoln agreed to organize and manage the workshop, each of the 15 institutions agreed to establish a team which would attend the workshop and develop a plan of action based on the workshop sessions. This monograph's 11 papers are drawn from that workshop, held in Lincoln, Nebraska in November 1983. (JMK)

TM

ED 241 587 TM 840 135

Frechtling, Joy A.; Myerberg, N. James

Reporting Test Scores to Different Audiences.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No—ERIC-TM-85

Pub Date—Dec 83

Contract—400-83-0015

Note—77p.; Some tables contain small print.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Elementary Secondary Education, Evaluation Utilization, Graphs, Guidelines, *Information Dissemination, Parent School Relationship, *Scores, Teachers, *Testing, *Test Interpretation, *Test Results

The purpose of this document is to address issues related to the release of test scores to a variety of audiences: parents, school board members, school staff, the news media, and the general public. Guidelines or recommendations for reporting test data are provided. The recommendations are based both on experiences in reporting test results and an informal review of a sample of test reports from school districts across the nation (see Appendix A). Annual reports on testing programs should include (1) descriptive information of the testing program, test content, and test scores; (2) test results for districts, as well as for individual schools; and (3) cautions concerning how the data should and should not be interpreted. Reports to parents will include the same information, but focused on an individual student. Reports to staff will focus on a class or a school. Suggestions for using test data for comparing schools, determining weak and strong areas, and determining if a school did as well as it should have are presented. Commonly used test terms, testing textbooks that include discussions of testing terms, and reports of test results cited in "Research and Evaluation Studies from Large School Districts 1982" are included in the appendices. (PN)

UD

ED 234 102 UD 022 901

Ascher, Carol

Hispanics and Employment. ERIC/CUE Fact Sheet Number 15.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Jan 83

Note—3p.; Information for this Fact Sheet was drawn from the paper, "Hispanics and Jobs: Barriers to Progress" (ED 223 751).

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cubans, Educationally Disadvantaged, Employment Level, Employment Problems, *Employment Statistics, Ethnic Discrimination, Ethnic Distribution, Females, *Hispanic Americans, Income, Language Profi-

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ciency, Literature Reviews, Males, *Mexican Americans, *Puerto Ricans
Identifiers—Fact Sheets, PF Project
Employment statistics of Mexican-American, Cuban-American, and Puerto Rican men and women are compared with each other and with blacks and whites. Facts and figures are provided for geographic distribution, labor force participation (employed or seeking a job), type of occupation (blue-collar or white-collar), and income. Barriers to employment which are discussed include lack of English fluency, low level of education, and discrimination. Finally, the recommendations of the National Commission on Employment Policy for improving the employment situation of Hispanic-Americans are described. (DC)

ED 234 103 UD 022 902
Ascher, Carol
School Learning and Corporation-School Alliances. ERIC/CUE Fact Sheet Number 16.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date—Apr 83
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free)
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Problems, *Cooperative Programs, Educational Attitudes, *Educational Cooperation, Educational Objectives, Education Work Relationship, Elementary Secondary Education, Literature Reviews, *School Business Relationship
Identifiers—Fact Sheets, PF Project
Business has begun to play a more active role in education, spurred on by the need of education to obtain alternate sources of funding and by the desire of business to reduce youth unemployment and educational deficiencies. Research has shown that a communication gap exists among business executives, educators, and students. Some corporation-school cooperative programs which have been developed in response to the gap are: (1) Education-Work Councils or Industry-Education-Labor Councils; (2) business executives serving on school boards; (3) businesses providing curriculum materials; (4) the Adopt-a-School program; (5) foundations created by corporations; (6) teacher-industry exchange programs; and (7) work-study programs. It has been argued that the increased role of business in the schools will have no ill effects, but some concerns which have been voiced are the possible acceptance of a corporate ideology, a shifting of the blame for declining worker productivity to the schools, a lack of guidelines and accountability for programs, and a change in educational priorities. Further development is needed in the areas of business-school communication, parent and community involvement, improved competency tests, and clarification of the goals of education. (DC)

ED 234 104 UD 022 903
Ascher, Carol
Helping Minority Students with Nontraditional Skills Enter and Complete College. ERIC/CUE Fact Sheet Number 17.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Jun 83
Contract—400-82-0012
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free)
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Black Students, *College Attendance, College Programs, *College Students, Enrollment, Financial Problems, Hispanic Americans, Institutional Characteristics, Literature Reviews, *Minority Groups, Postsecondary Education, Predictive Measurement, School Statistics, *Socioeconomic Influences
Identifiers—Fact Sheets, PF Project
Several areas related to minority student college attendance are presented in this research review including the current enrollment situation, financial considerations, prediction of college persistence, college characteristics which affect persistence, and special assistance programs. Current enrollment statistics are cited on the percentage of minority students (especially Blacks and Hispanics) who attend college, the types of colleges and disciplines they chose and some predictions for the future. Financial and socioeconomic influences are discussed in relation to college preparation, choice of college, and persistence to a college degree. Recommendations for increasing minority enrollment in college and improving the completion rates are provided. The relative value of Scholastic Aptitude Test scores versus grade average or class rank for predicting the college persistence of minority students is described, as well as recommendations for increasing the fairness and comprehensiveness of such assessment measures. College characteristics which affect persistence include the quality of the college, whether it is public or private, whether it is predominantly black or white, the amount of financial aid available, and faculty composition and attitudes. The final section outlines the problems of academically unprepared students and cites a variety of programs for combatting those problems. A fourteen-item bibliography is included. (DC)

ED 235 247 UD 022 900
Ascher, Carol
Secondary School Ethos and the Academic Success of Urban Minority Students. ERIC/CUE Fact Sheet Number 14.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Dec 82
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free)
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Educational Environment, Educational Quality, Educational Research, *Institutional Environment, Literature Reviews, *Minority Groups, Secondary Education, *Student School Relationship, *Urban Youth
Identifiers—Fact Sheets, PF Project
Educational research often defines educational goals narrowly by reading levels or Scholastic Aptitude Test (SAT) scores and equally narrowly correlates student success in these areas with the content of the curriculum or time spent in learning. According to Rutter et al., secondary schools with a good ethos create students who perform well according to cognitive, affective and behavioral measures, while schools with a poor ethos create the reverse. In their study of secondary schooling, "Fifteen Thousand Hours," Rutter and his associates found a cluster of factors that promote a good secondary school ethos: (1) student-student and student-teacher cohesion; (2) a strong academic emphasis; (3) high teacher expectations; (4) positive attitudes toward students; (5) stress on positive rewards; and (6) consistent and shared values and standards. Points from several studies are referred to, and references are provided in this two-page research summary. (JW)

ED 236 299 UD 023 188
Codianni, Anthony V. *Wilbur, Gretchen*
More Effective Schooling from Research to Practice. ERIC/CUE Urban Diversity Series No. 83.
Columbia Univ., New York, N.Y. Teachers College., ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Aug 83
Contract—400-82-0012
Note—48p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Gains, Administrator Role, Basic Skills, Demonstration Programs, Educational Environment, Elementary Secondary Education, *Evaluation Criteria, Expectation, Leadership, Low Income Groups, Minority Group Children, Models, *Program Evaluation, *Program Implementation, *Research Utilization, *School Effectiveness, Self Evaluation (Groups), Staff Development
Identifiers—Alaska Effective Schooling Program, Connecticut School Effectiveness Project, Effective Schools Project, Instructional Management Systems, Project RISE, Project SHAL, School Effectiveness Training Project, School Improvement Project (New York City)
The purpose of this paper is to identify those programs and processes currently using the components, factors, and behaviors that have been described in the literature as characteristic of more effective schools, and to synthesize findings from these programs and processes carrying out effective schooling practices. Following an introduction, Section II defines what is meant by school improvement programs, principal effectiveness programs, and teacher effectiveness programs in order to distinguish them from more effective schooling programs. An increase in low-income and/or minority students' standardized achievement scores towards the national norm was found to be the chief criterion of effective schooling. Components for realizing this outcome were identified as strong administrative leadership, positive school environment, high expectations, emphasis on basic skills, ongoing assessment, and staff development. In Section III, eight programs chosen on the basis of these criteria are described and evaluated. The programs are in Connecticut, New Jersey, Missouri (two programs), Alaska, Wisconsin, Chicago (Illinois), and New York City. From the models described in this section a methodology emerges for effective program implementation, a generic process described in Section IV as having four vital stages: assessment, planning, implementation, and evaluation. (CMG)

ED 236 300 UD 023 189
Ianni, Francis A. J.
Home, School, and Community in Adolescent Education. ERIC/CUE Urban Diversity Series No. 84.
Columbia Univ., New York, N.Y. Teachers College., ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Aug 83
Contract—400-82-0012
Note—104p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescents, *Behavior Development, Delinquency, Family Influence, Institutional Characteristics, *Institutional Cooperation, Juvenile Courts, Mass Media Effects, Peer Influence, *Personality Development, School Attitudes, *Social Development, *Social Psychology, Student School Relationship, Work Attitudes
Identifiers—*Psychosocial Development
Current research on adolescence provides plenty of facts about delinquency, unemployment, and illegitimacy, yet tells us little or nothing about the inner life of adolescents. In an attempt to provide more information, the research reported on here describes the "periods" of adolescence as they are structured in the various social-institutional contexts of the family, the school, the workplace, the media, the criminal justice system, and the peer group. Also discussed is how these social systems interact to produce a code or codes of rules internalized by individual adolescents. Data from ethnographic fieldwork in urban, suburban, and rural communities in the United States, from psychodynamic interviews with youth in these same communities, and from the research and practice literature in each of the institutional contexts illustrate the connections and conflicts between and among the institutional contexts and how youth internalize this pattern of organization. The findings of the research lead to the development of a model of the psychosocial organization of adolesence. This model emphasizes linkage among social institutions in a community approach to youth in order to help the adolescent make the transition to adulthood without unnecessary delays and confusion. (CMG)

ED 237 584 UD 022 915
Ascher, Carol
Improving the Mathematical Skills of Low Achievers. ERIC/CUE Fact Sheet Number 18.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date—Sep 83
Note—4p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, *Black Students,

*Disadvantaged Youth, Economically Disadvantaged, Educational Improvement, Educational Needs, Educational Research, Elementary Secondary Education, *Learning Problems, *Low Achievement, Mathematical Enrichment, *Mathematics Achievement, *Mathematics Education, *Mathematics Skills, Minority Group Children
Identifiers—*National Assessment of Educational Progress, PF Project

Poor, minority, and low ability students suffer most from the general lack of sustained opportunity to study mathematics in American public schools. Studies indicate that preschool and kindergarten students show only minor social class or racial differences in mathematical thinking and that differences in mathematical performance among older students directly relate to the amount of math studied. A 1978 National Assessment of Educational Progress study of selected 9-, 13-, and 17-year-olds indicates that while the majority of American 17-year-olds have had 2 years of high school mathematics, black students have had only one year. While the National Assessment found no racial differences in cognitive level performance in mathematics, blacks had increasing difficulty with mathematical content as they became older. At age 9, blacks showed problems with variables and relationships; by age 17, they showed problems in all mathematical content areas. Although black students showed more positive attitudes towards math learning than their white counterparts at all age levels tested, this motivation alone was not sufficient to insure successful math performance. The National Diffusion Network offers a catalog of successful public school mathematics education programs. Most effective programs have included the following elements: individualized and small group instruction, calculator usage, laboratory work, cross-age tutoring, remedial pull out, and team games. (LP)

ED 237 607 UD 023 225

Jones, Effie H. Montenegro, Xenia P.

Women and Minorities in School Administration: Strategies for Making a Difference. ERIC/CUE Urban Diversity Series No. 85.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-82-0012
Note—46p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00).
Pub Type—Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affirmative Action, Career Ladders, *Change Strategies, Elementary Secondary Education, *Employment Patterns, *Equal Opportunities (Jobs), *Females, Geographic Distribution, *Minority Groups, Principals, Racial Discrimination, *School Administration, Sex Discrimination, Superintendents

The trends which are evident in the representation of women and minorities in school administration, and the barriers which these groups face in obtaining administrative positions are the subjects of this report. Following an introductory section, section II discusses trends in the representation of women and minorities in school administration. Section III describes the geographic locations and characteristics of districts headed by female and minority superintendents, and section IV examines the career paths of female and minority superintendents. The barriers and problems faced by female, minority, and minority female administrators are considered in section V. Section VI discusses strategies for the promotion of women and minorities in school administration, and a discussion of how affirmative action programs affect minority and female representation in school administration is contained in section VII. The last section presents recommendations for the institutions and organizations which have the power to block or make available opportunities for women and minorities. (CMG)

ED 237 613 UD 023 234

Meier, Ellen, Comp. Lo Bosco, Maryellen, Comp.

Guidebook to Hispanic Organizations and Information.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-82-0012
Note—91p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Advocacy, *Cultural Activities, Cultural Education, Cultural Enrichment, *Education, Elementary Secondary Education, Health Education, Health Services, *Hispanic Americans, Information Dissemination, *Information Sources, Intercultural Communication, Multicultural Education, *Organizations (Groups), Postsecondary Education, Research Projects, Resource Materials, *Social Services, Technical Assistance

This Guidebook details the work of Hispanic organizations involved with educational issues, cultural issues, and social service concerns. The directory was created as a resource guide for individuals and groups interested in the work of Hispanic groups or in exploring issues relevant to the Hispanic community. This first edition of the Guidebook does not list organizations primarily identified as Mexican American. Each listing explains the purpose of the organization and describes its area of specialization, service provision, constituency, and publications. The last section of the Guidebook gives (1) a brief explanation of the ERIC database and how to use it when searching for documents about Hispanics or Hispanic concerns; (2) a selected bibliography on materials about Hispanic Americans; (3) an index of organizations included in the Guidebook by scope of interest; and (4) an index of organizations by geographic location. (Author/CMG)

ED 237 614 UD 023 241

Webb, Michael, Comp. Chapin, Georganne, Comp.

Urban Schools Bibliography 1982. Number 5.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Contract—400-82-0012
Note—49p.; For related documents, see ED 218 412-415.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Career Development, Community Development, Community Involvement, Curriculum, Educational Administration, *Educational Policy, *Educational Practices, Educational Research, Educational Testing, Elementary Secondary Education, *Equal Education, Evaluation, Nontraditional Education, *Urban Education, *Urban Schools

This bibliography, the fifth in the Urban Schools Bibliography series, provides urban school personnel, researchers, and policymakers with information on important issues, programs, and practices in urban education. Topics covered in the bibliography include equal education, school policy, school administration, curriculum, testing and evaluation, academic achievement, career development, nontraditional education, and community involvement in education. As with the preceding volumes in the series, this collection of references was compiled by searching "Resources in Education," ERIC's monthly abstract journal, for documents that were either (1) developed and produced by large urban school districts, or (2) developed by outside authors, agencies, or institutions and of general relevance to urban educators. The bibliography is divided into two major parts: (1) a section containing main entries which presents citations (including title, author, source, publication date, information about document availability, subject index terms, and an abstract) in the order in which they appeared in "RIE"; and (2) a section containing subject, author, and institutional indexes. All of the works cited in the bibliography are available through the ERIC system. Information on document ordering and availability is given on the last page. (CMG)

ED 240 224 UD 023 459

Boyer, James

Multicultural Education: From Product to Process.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-77-0071
Note—80p.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Role, *Cross Cultural Training, Cultural Awareness, Curriculum Development, Elementary Secondary Education, *Institutional Role, Minority Groups, *Multicultural Education, Social Bias, *Teacher Role

This paper prescribes methods by which educators may move multicultural education from its primary "product" stage (emphasizing learning materials and similar artifacts) to a more sophisticated "process" stage (demonstrating a more authentic approach consistent with the purposes of democratic public education). Part I discusses the rationale of multicultural education in the 1980's and the product and process phases of multicultural education. The process phase is described as consisting of five stages: (1) awareness (of the historical perspective); (2) analysis (of the school, curriculum, one's purpose in the school, and the multicultural philosophy); (3) acceptance (of redefined roles of teacher, school, and curriculum); (4) adoption (of the multicultural model); and (5) actualization/implementation (of multicultural concepts that put the educator in the role of leader and advocate). Part II includes several definitions of multicultural education, summarizes them, and puts multiculturalism into a historical perspective. Competencies necessary for the multicultural staff are discussed in part III. Administrator responsibilities are outlined as well as the critical elements of cross-racial/cross-ethnic teaching and learning. A model for a multicultural staff development program is presented that includes needs assessment, projecting/planning, sequencing/organizing, and operationalizing and monitoring phases. The elimination of victimization, as part of this model, addresses the problems of racial, sex, age, and class prejudice, as well as prejudice against the handicapped. Finally, guidelines are given for enhancing curriculum and staff development. (ML)

ED 241 662 UD 023 436

Rebell, Michael Block, Arthur

Faculty Desegregation: The Law and Its Implementation. ERIC/CUE Urban Diversity Series, Number 86.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Columbia Univ., New York, N.Y. Teachers College.; National Inst. of Education (ED), Washington, DC.
Pub Date—83
Note—61p.
Available from—The ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, 10027 ($6.00).
Pub Type—Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, *Compliance (Legal), *Desegregation Litigation, *Desegregation Methods, Elementary Secondary Education, *Faculty Integration, *Federal Legislation, Program Implementation
Identifiers—California (Los Angeles), Illinois (Chicago), New York (New York), Office for Civil Rights, Pennsylvania (Philadelphia)

This paper provides an overview of the legal standards for faculty integration and an analysis, based on case study research in four cities, of the issues that have arisen in the implementation of these standards by the Federal Office for Civil Rights. Part I reviews the major legal issues and puts them into a historical perspective. Part II develops the implementation issues, drawing upon faculty desegregation experiences in Los Angeles, Chicago, Philadelphia, and New York. The concluding section, Part III, considers recent judicial decisions and administrative policy changes and their implications. (GC)

ED 242 801 UD 022 937

Ascher, Carol

Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students. ERIC/CUE Digest Number 19.

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ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date—Jan 84
Note—5p.
Pub Type
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computation, *Computer Assisted Instruction, Computer Literacy, *Disadvantaged Youth, Economically Disadvantaged, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, *Equal Facilities, Language Arts, *Microcomputers, Minority Group Children, Reading, Underachievement, *Urban Schools, Urban Teaching
Identifiers—PF Project

Research on microcomputers in education suggests that this new technology may be widening the gap between rich and poor schools and talented and underachieving students. Public schools in poor districts and small parochial schools are the least likely to own computers. One survey indicates that while 66 percent of affluent school districts have computers, only 41 percent of the least wealthy districts have them. Even among schools owning microcomputers, there is the question of how these computers are used in instruction. Wealthier schools tend to conduct classes in computer programming, while less affluent schools offer computer assisted instruction (CAI) such as drill and practice. Little research has been conducted on the success of CAI for disadvantaged students. The studies completed indicate that CAI has a positive effect on disadvantaged elementary and secondary students' computation skills, and on elementary students' language arts skills. On the less positive side, CAI shows mixed results in teaching vocabulary skills and reading to this student population. Schools serving disadvantaged populations must ask themselves whether these students are being served equitably by their exposure to computers, and when they are using computers, whether the curriculum is best suited to their needs. (LP)

ED 242 859 UD 023 661
Passow, A. Harry
Reforming Schools in the 1980s. A Critical Review of the National Reports. Urban Diversity Series, Number 87.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-82-0012
Note—112p.; For appendix, see UD 023 662.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($10.00).
Pub Type — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Role, Curriculum Development, *Educational Assessment, *Educational Change, *Educational History, Educational Objectives, Educational Technology, Elementary Secondary Education, Equal Education, Government Role, *High Schools, Minority Groups, *National Surveys, *Reports, School Business Relationship, School Effectiveness, Teacher Improvement, Time Factors (Learning), Track System (Education), Urban Schools, Vocational Education

The purpose of this paper is to help educators and other interested individuals find their way through the plethora of reform reports published in the early 1980s. The early historical context of the reports is set out through a discussion of secondary education and proposals for reform since the 19th century. This is followed by a discussion of the 1983 reports that addresses their focus on the high school, their differences with the reform reports of the 1970s, and their common themes. These themes are identified as the meaning of excellence and the relationship of excellence to equity; the need to redefine and narrow the schools' goals and objectives; strengthening the curriculum; tracking; vocational education and the high school; the place of technology, particularly computers, in the schools; the use of time; the need to improve teachers and teaching; the importance of school principal leadership; business-school partnerships; and federal, state, and local responsibilities. Finally, an analysis of the reports is offered in terms of their treatment of the crisis in education today; the context of schooling; the poor, minorities, and urban schools; excellence, equity, and standards; reforming the schools, teaching, and learning; school climate and environment; better teachers and better teaching; the intrinsic value of education; and the school and non-educative settings. Throughout this analysis and the preceding discussion, comparisons are made with earlier reform reports. (CMG)

ED 242 860 UD 023 662
Passow, A. Harry
A Review of the Major Current Reports on Secondary Education. Urban Diversity Series Number 88.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—400-82-0012
Note—213p.; Appendix to "Reforming Schools in the 1980s: A Critical Review of the National Reports." see UD 023 661.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($8.50).
Pub Type
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Standards, Administrator Role, Educational History, *Educational Improvement, *Educational Quality, Educational Research, Equal Education, Higher Education, *High Schools, Literature Reviews, Relevance (Education), School Effectiveness, *Secondary Education, Teacher Effectiveness

This volume summarizes the reports of the following commissions and study groups on secondary school reform: (1) National Commission on Excellence in Education ("A Nation at Risk: The Imperative for Educational Reform"); (2) Carnegie Foundation for the Advancement of Teaching ("High School: A Report on Secondary Education in America," by Ernest Boyer); (3) John Goodlad's Study of Schooling ("A Place Called School: Prospects for the Future"); (4) Paideia Group ("The Paideia Proposal: An Educational Manifesto," by Mortimer Adler); (5) Twentieth Century Fund Task Force on Federal Elementary and Secondary Education ("Making the Grade"); (6) College Board Educational EQuality Project ("Academic Preparation for College: What Students Need to Know and Be Able to Do"); (7) Education Commission of the States ("Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools"); (8) National Science Board Commission on Precollege Education in Mathematics, Science and Technology ("Educating Americans for the 21st Century: A Report to the American People and the National Science Board"); (9) A Study of High Schools, sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools ("Horace's Compromise: The Dilemma of the American High School," by Theodore Sizer); (10) The Need for Quality Project, sponsored by the Task Force on Higher Education and the Southern Regional Education Board ("The Need for Quality"); (11) a study by Gerald Grant, at Syracuse University, that grew out of a request by the National Council on Educational Research for a report on what makes a good school ("Education, Character and American Schools: Are Effective Schools Good Enough?"); (12) a project initiated by Stephen Bailey to examine historical and comtemporary values which underlie public education ("An Education of Value," by Marvin Lazerson et al.); (13) Wisconsin Program for the Renewal and Improvement of Secondary Education ("Improvement of Secondary Education through Research: Five Longitudinal Case Studies," by Herbert Klausmeier et al.); (14) Association for Supervision and Curriculum Development ("Redefining General Education for the American High School," by Gordon Cawelti); and (15) the Scarsdale Group ("The Scarsdale Conference on the College-Preparatory High School," by Barbara Fogel). (ML)

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(Prepared in 1984)

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Since "ERIC Digests" are not regarded as major ERIC Clearinghouse products, they have generally not been entered into the ERIC database or announced in the monthly abstract journal *Resources in Education*. However, in order to make educators aware of their existence, the titles of all 1984 "ERIC Digests" are listed below under the name of the Clearinghouse responsible for their development. Single copies are available from the responsible Clearinghouse as long as the printed supply lasts; their availability online will be announced when plans are finalized.

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